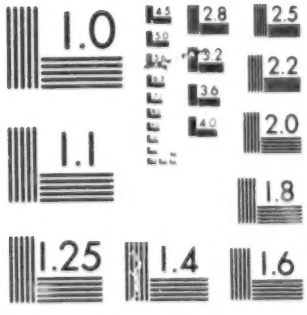

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ABSTRACT

The supplement to the Career Exploration Curriculum Guide: 9-10 presents concrete approaches that school districts in Ohio are utilizing to implement and integrate career exploration throughout the curriculum. The lessons and units in the supplement contain objectives, learning activities, suggested teaching procedures, and resource lists. Specific information on skills required for certain jobs is provided. Some of the content is presented in chart form. The supplement is organized into seven major sections: integrated career exploration simulations (45 pages) consisting of outlined guidelines for mathematics, science (electricity), and social studies (urban government, economics); career exploration lessons (54 pages) in home economics, journalism, foreign languages, and art; and career exploration units (60 pages) offering learning packets for jobs in photography, advertising, and horticulture. A nine-page decision-making unit entitled "Know Thyself" and a brief hands-on implementation guide conclude the document. (Author/MS)

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CAREER EXPLORATION

CURRICULUM SUPPLEMENT FOR GRADES 9-10

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CAREER DEVELOPMENT PROGRAM

FOREWORD

The new urbanized technological society has brought the urgency for an abrupt turn-around in thinking about the place of the school in our world.

Our economy's rapidly changing character with large industry remote from residential areas, surrounded by fences, and protected by security guards does not permit youngsters to see their parents or others at work.

Many children's parents are recipients of public assistance checks, a situation which compounds the problem of teaching job-centered values.

A Career Exploration Curriculum Guide has been available, as have curriculum guides in the K-6 Career Motivation Program and the 7-8 Career Orientation Program. We hope that the Career Exploration Curriculum Supplement will provide further direction and help for teachers in individualizing the curriculum.

Martin W. Essex
Superintendent of Public Instruction

INTRODUCTION

The Career Exploration Program is the 9th- and 10th-grade component of the K-10 Career Development Program. Career Exploration provides students with opportunities to analyze job areas of their interests in depth, thus helping them gain more knowledge about themselves, in terms of interests and aptitudes, as well as the work world.

The Career Exploration Curriculum Guide, published in 1972, represented the inputs of personnel from Vocational Education Planning Districts throughout the State of Ohio. This Curriculum Supplement goes a step further and presents concrete approaches that school districts in Ohio are utilizing to implement career exploration through the curriculum.

The following people are acknowledged for their efforts in screening the curriculum materials: Mary Anna Elam, Mad River-Green; Jack Ford, Cincinnati; and Donald Miller, South-Western. State Department assistance was provided by Linda A. Keilholtz.

Byrl R. Shoemaker
Director of Vocational Education

TABLE OF CONTENTS

Page

I. INTEGRATED CAREER EXPLORATION SIMULATIONS - South-Western 3

II. CAREER EXPLORATION LESSONS - Parma 51

III. CAREER EXPLORATION: Photography, Advertising, Horticulature - Cincinnati ..106

VI. DECISION-MAKING UNIT - South-Western 168

VII. HANDS-ON IMPLEMENTATION GUIDE - Mad River-Green 179

CAREER EXPLORATION CURRICULUM SUPPLEMENT

In screening curriculum materials developed by school systems throughout the State of Ohio, the following distinct approaches to implementing career exploration activities for 9th and 10th grade students are evident:

1. Guides to help teachers integrate simulations that enhance the on-going curriculum;

2. Subject matter units, illustrating career exploration activities, that can become an integrated part of the curriculum;

3. Units that simulate a common group of occupations that can be taught as a specific offering to interested students or integrated into the existing curriculum;

4. Non-subject matter units that can be conducted within the curriculum or as separate units.

All units displayed in this publication are tentative. They are first efforts which are subject to revision.

I. Integrated Career Exploration Simulations

These are guides which were developed to assist teachers in implementing career exploration (simulations and other career information and opportunities) into the present curriculum. These activities are not designed to provide any proficiencies in a particular "job" or field of occupation. They are designed to provide a "hands-on" in-depth experience which will emphasize a specific occupational choice.

These units are examples of what is currently being done and stand only as evidence of this fact. They are not to be construed as the "perfect" instrument but rather as a starting place from which a more valid approach could be developed.

After a careful analysis of the present curriculum guides and/or outlines in each subject area, similar simulations could be developed around one of the fifteen USOE clusters utilizing the seven developmental areas as a base. Or, to be more specific, use a Worker Trait Group or Vocational Taxonomy.

Most concentrated effort should be made in simulation and community activities which emphasize "hands on" experience.

South-Western

CAREERS

UNITS OF STUDY

•

High School Level

Pre and Post Test of Unit II

Use the Following List of Occupations to Answer Questions 1 - 6.

Court Reporter	Draftsman	Systems Analyst
Clerk-Typist	Computer Operator	Policeman
Day Care Center Worker	4-H Club Worker	Interior Decorator
Electrical Engineer	Surveyor	Bank Teller
Real Estate Salesman	Stock Broker	Meat Cutter
FBI Agent	Mail Carrier	Cement Finisher
Tool and Dye Maker	Teacher	Electroplater
Delivery Man	Set Up Man	Purchasing Agent

1. Select four occupations from the list that you would place in the job cluster Business and Office.

   a. c.
   b. d.

2. Select four occupations that you would place in the job cluster Consumer and Homemaking.

   a. c.
   b. d.

3. Select four occupations that you would place in the job cluster Construction.

   a. c.
   b. d.

4. Select four occupations that you would place in the job cluster Manufacturing.

   a. c.
   b. d.

5. Select four occupations that you would place in the job cluster Marketing and Distribution.

   a. c.
   b. d.

6. Select four occupations that you would place in the job cluster Public Service.

   a. c.
   b. d.

7. Select two occupations from the list and construct an application of mathematics in that occupation.

   a.

   b.

GOAL: 1 To introduce the axioms of multiplicative and additive inverses. To apply the basic concepts to the solution of equations and problems.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1a. Given a set of numerical expressions involving directed numbers and the operation subtracting, each student will change the expression into an addition problem and simplify with a total of 90% accuracy.	1a.1 Many of the algebraic concepts will be presented through the lecture method with a question and answer period.	1a.1 Observing Recalling Questioning Concluding (correct ans.)	1a.1 Math Science Social Studies Language Arts		1a.1
	1a.2 Chalkboard activities in which the class analyzes procedure and content.	1a.2 Recalling Noticing Similarities Noticing Differences Labeling (eg. equations) Classifying Generalizing Making Choices Concept Testing	1a.2 Math		1a.2
	1a.3 Oral questioning about previously studied material and as an initiating activity for new material.	1a.3 Recalling Questioning Concluding	1a.3 Math Language Arts Social Studies		1a.3
	1a.4 Individual conferences for those needing additional guidance and direction.	1a.4 Observing Recalling Questioning Concluding	1a.4 Math Science Language Arts Social Studies		1a.4
1b. Given a set of polynomials, the student will perform the operation of addition to a 90% level.	1bi - same as 1ai, i = 1, 2, 3, 4.	1bi - same as 1ai			
1c. Given a set of polynomials, the student will perform the operation of subtraction with 90% proficiency.	1ci - same as 1ai, i = 1, 2, 3, 4.	1ci - same as 1ai			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1d. The student will be able to perform the operation of division of monomials with 90% accuracy.	1di - same as 1ai, i = 1, 2, 3, 4.	1di - same as 1ai			
1e. Each student will be able to transform given equations into equivalent equations and give the reasons for such transformations with 80% accuracy.	1ei - same as 1ai, i = 1, 2, 3, 4.	1ei - same as 1ai			
1f. Given a set of simple linear equations in one variable, each student will be able to find the solution by inspection with 80% accuracy.	1fi - same as 1ai, i = 1, 2, 3, 4.	1fi - same as 1ai			
1g. A systematic approach to solving "word" problems is necessary. After reading such problems carefully, the student will translate the relationship given in the problem into an equation and solve it, all with 70% accuracy.	1g.1 Small group discussion will be used to study certain algebraic concepts and to enhance the communication concept.	1g.1 Recalling Noticing Differences Noticing Similarities Generalizing Concluding Questioning Making Choices	1g.1 Math Social Studies		1g.1
1h. Each student will solve equations by adding or subtracting polynomials with 80% accuracy.	1hi - Same as 1ai, i = 1, 2, 3, 4.	1hi - same as 1ai			

GOAL: (2) To use the properties of order in the set of real numbers.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2a. Given a set of mathematical statements each student will apply the axioms of inequality to determine true statements with 80% accuracy. 2b. Given any assertion, mathematically written, the student will write an indirect proof of that assertion with 70% accuracy. 2c. Each student will solve a set of inequality statements using the concept of transformation. This should be accomplished with 80% proficiency. 2d. The student will graph the solution sets of several inequality statements on a number line with 80% accuracy. 2e. Given a set of compound open sentences, each student will solve and represent the solution set graphically with 80% accuracy. Example: $-2 = X + 3 < 7$ 2f. Each student will graph the solution set of open sentences involving absolute value with 80% accuracy. Example: $\lvert X-2 \rvert \leq 5$	2Ji - same as 1ai, J = a, b, c, d, e, f. i = 1, 2, 3, 4.	2Ji - same as 1ai			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2g. Given a set of "verbal" problems, each student will solve these problems that involve both equations and inequalities with 80% accuracy.	2g.1 - same as 1g.1	2g.1 - same as 1g.1	2g.1 Math Social Studies		
2h. From a set of specified problems, the student will be able to recognize those that have no solution and state the reason for no solution, all with 80% accuracy.	2h.1 - same as 1g.1	2h.1 - same as 1g.1			

GOAL: (3) To introduce the concept of ordered pairs of real numbers.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3a. Given a set of open sentences in two variables, the student will select solution sets using specified replacement sets. This should be accomplished with 80% accuracy.	3Ji - same as 1ai J = a, b, c, d, e, f, g, h. i = 1, 2, 3, 4.	3Ji - same as 1ai			
3b. Each student will locate ordered pairs of real numbers in the coordinate plane. The performance level is 90%.					

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION SHIP
3c. The student will be able to construct the graph of linear equations by determining correct ordered pair solutions with 80% accuracy.					
3d. Given a set of linear inequalities in two variables, each student will construct the graphs of the linear inequalities with 80% accuracy.					
3e. Given two points on a graph, each student will determine the slope of the line that connects the two points. This should be accomplished with 90% accuracy.					
3f. Each student will graph a line with a given slope containing a given point. Several of these will be done, all with 80% accuracy.					
3g. The student will use the slope intercept form to find the slope and graph of a leniar equation with 80% accuracy.					
3h. Each student will determine an equation of a line with a given slope and point, or containing two given points. This should be accomplished with 80% accuracy.					

GOAL: (4) To solve systems of linear sentences in two varieties by graphic and non-graphic means.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
4a. Given a set of linear systems, the student will distinguish as to whether or not each system is inconsistent or consistent. If consistent, the solution set will be arrived at by graphic means. All should be accomplished with 80% accuracy.	4Ji - same as 1ai J = a, b, c, d, f. i = 1, 2, 3, 4.				
4b. Each student will solve a given set of linear systems by graphing. The proficiency level is 80%.					
4c. Given several pairs of linear equations in two variables, the student will solve using the linear combinations method at an 80% level of performance.					
4d. Given several pairs of linear equations in two variables, the student will solve using the substitution method. This should be accomplished with 80% accuracy.					

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
4e. Given a variety of "verbal" problems, each student will construct linear equations in two variables and solve these systems with 70% proficiency.	4e.1 - same as 1g.1	4e.1 - same as 1g.1	4e.1 Math Social Studies		4e.1
4f. Each student will solve systems of linear inequalities by graphing with 70% accuracy.					

GOAL: (5) To provide a situation in which each individual will be able to relate mathematics and knowledge to selected career choices.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
5a. The student will be exposed to and engaged in the exploration of various careers from the construction job cluster.	5a.1 Tour the school industrial arts lab and production lab.	5a.1 Observation Recalling Similarities	5a.1 Math Science		5a.3
	5a.2 Simulation: If you were a draftsman, you might be asked to solve problems similar to the one given below. A draftsman was required to divide a 170° angle in such a way that the largest angle measured 10° more than the second largest, the second largest measured 10° more than the third largest, and so on. 1. Find the measure in degrees of the smallest angle. 2. Find the measure in degrees of the largest angle.	5a.2 Recalling Differences Similarities Generalizing Concluding Making Choices	5a.2 Math Science	5a.2	5a.2

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
5a. Continued	3. What basic mathematical tools would the draftsman use to draw the resulting five angles? 4. Discuss some other tasks of the draftsman.				
	5a.3 Simulation: Assume that you are a contractor or a manager for the lumber company. You are given a rough sketch of a ranch style home. You must determine the number of 5/8" x 4' x 8' plywood sheets necessary to cover the floor joists. Your estimate should be fairly close. 1. Approximately how many pieces of plywood will it take? 2. Approximately how many square yards of carpet will be needed if all the floor area except the kitchen and foyer is carpeted. 3. If the average cost of the carpet per square yard is $9.00 installed, what will it cost to carpet the house? 4. Construct another question that you would like to have answered about the house.	5a.3 Recalling Differences Similarities Anticipating Generalizing Concluding Making Choices Ordering (deciding plywood, least amount, maximum amount) Questioning	5a.3 Math Science	5a.3	5a.3

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
5b. The student will be exposed to and engaged in the exploration of various careers from the Manufacturing job cluster.	5b.1 Simulation: You have studied enough mathematics to be able to solve some of the problems that a machinist might find in his work. One such problem might be: A machinist operating a boring mill (used to make holes in metal) received a set of blueprints which were drawn to the scale 1" = 1'. 1. A drilled hole is to measure 3" in diameter. What should be the diameter of the hole on the blueprint? 2. If the actual diameter of a boring must not differ from the specified size by more than 1/32", what are the maximum and minimum diameters acceptable for a hole with a specified diameter of 2 1/2"? (A blueprint will be provided.)	5b.1 Recalling Grouping (functional ratio) Ordering Concluding Generalizing	5b.1 Math Science	5b.1	5b.1
	5b.2 Simulation: A lab situation will be set up in which the students will measure the diameter of various objects using a micrometer.	5b.2 Recalling Observing Ordering Concluding	5b.2 Math Science	5b.2	5b.2
5c. The student will be exposed to and engaged in the exploration of various careers from the Marketing and Distribution job cluster.	5c.1 Two resource people will be invited, one from a banking firm, and one from an insurance company, to give their viewpoints on the extent and nature of mathematical applications to their respective careers. These will be separate presentations and will	5c.1 Observing Recalling Differences Similarities Inferring Causes Inferring Effects Concluding	5c.1 Math		5c.1

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
5c. Continued	be videotaped for use in other classes. After each presentation the class will analyze the various points suggested by the speakers. They should look for any patterns that might apply to many others in that occupation, and suggest any other mathematical applications that they feel might apply to that career.				
5d. The student will be exposed to and engaged in the exploration of various careers from Public Service job cluster.	5d.1 Simulation: Here is a problem involving elementary statistics that a teacher might encounter in his work. Can you solve it? The scores on an American History test were: 88, 81, 76, 65, 32. 100, 92, 79, 76, 47, 64, 88, 94, 85, 76. 1. What was the mean score? the median? 2. Draw a frequency polygon for this data. 3. What is the mode of the distribution? 4. What other questions might be considered regarding this data?	5d.1 Recalling Questioning Ordering Grouping	5d.1 Math		5d.1
5e. The student will be exposed to and engaged in the exploration of various careers from the Business and Office job cluster.	5e.1 Simulation: Just as mathematics has been appropriately described as "the language of science," so has accounting often been called "the language of business." The cost accountant of a certain company was asked whether or	5e.1 Recalling Differences Similarities Concluding	5e.1 Math Social Studies		5e.1

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	nct the company should continue to manufacture a mechanical can opener which had been one of its best-selling products twenty years ago. Comparative costs, in cents per unit, were: Then / Now Labor 8 / 12 Materials 3 / 5 Marketing 1 / 2 Miscellaneous 2 / 5 The company sold the can opener for 18¢ twenty years ago, and present market trends showed that 27¢ was the absolute maximum selling price today. 1. What was the percent of profit (based on cost) 20 years ago? Now? 2. Percent of profit is one of the factors that the cost accountant must take into consideration in making his recommendation. What other factors might be considered?				
5f. The student will be exposed to and engaged in the exploration of various careers from the Consumer and Homemaking job cluster.	5f.1 Tour the home economics and interior design departments of our school.	5f.1 Observing	5f.1 Math		5f.1

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
5g. Each student will select, at least one, career from any of the six previously stated job clusters and construct a mathematical application related to that career.	5g.1 Students' papers (those constructed in terms of mathematical applications) will be selected. The author of the paper will become a member of a panel. The instructor will serve as a moderator for the panel. Each student on the panel will report his application to the class and the class will have the opportunity to question the panel members. The panel member should be able to expand upon and field most questions concerning his application.	5g.1 Making Choices Questioning Anticipating Observing Recalling	5g.1 Math Science Social Studies Language Arts		5g.1

UNIT 2 SCIENCE A STUDY OF ELECTRICITY

GOAL: (1) The student will learn what electricity is and how it is generated, transported and used.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1a. The student will define static electricity and will describe its properties. 1b. Given an ebonite rod and piece of fur, the student will explain, in terms of electrons, what happens when they are rubbed together.	1a.1 The concept of static electricity will be presented through the lecture method with utilization of demonstrations and a question and answer period. Hand out dittos No. 8 "Static Electricity" and No. 9 "Attraction and Repulsion of charges" taken from Magnetism and Electricity, St. Louis: Milliken Publishing Co. Instruct the students to complete the diagram.	1a.1 Observing Recalling Noticing Differences Generalizing Questioning Making Choices		1a.1	

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1c. The student will diagram and explain, in terms of electrons, what happens when a negatively charged ebonite rod is brought near an electroscope. Then explain what happens when the ebonite rod touches the electroscope. 1d. Given a diagram of an electroscope that is grounded while a negatively charged ebonite rod is near it, the student will diagram and explain how the electroscope can be charged by induction.	1a.2 Optional demonstrations using the Van de Graff generator can be done as follows: a. The accumulation of a large static charge on a sphere; b. the retention of the charge when the machine is not running; c. the grounding of the sphere to remove the static electrical charge; d. The charging of other objects by contact, and e. The charging of other objects by induction.	1a.2 Observing Inferring Causes Inferring Effects Concluding Questioning			
1e. Given statements about how a particle can become charged, the student will indicate those that are correct. 1f. Given five diagrams of pairs of charged objects, the student will use arrows to show the potential movement of electrons between the objects in each pair. 1g. The student will use the terms "conductor" and "insulator" to classify some of the substances used in the electrical industry.	1b.1, 1e.1 The concept of electrical attraction and repulsion will be presented through the lecture method with utilization and demonstrations and class discussions. Have two or three students help with the demonstrations. Suspend a rubber balloon from a support rod. Rub the balloon with a wool cloth or a piece of fur. Rub a hard rubber rod or ebonite rod with the same cloth or fur. Bring the rod close to the balloon and ask the students to explain what happens. Diagram an explanation of what happens on	1b.1 Observing Inferring Causes Inferring Effects Concluding Questioning Anticipating	Art	1b.1	

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1h. The student will write a paragraph describing the concept of current electricity in terms of electrons. He will distinguish between current electricity and static electricity.	1b.1 the board. Repeat the procedure using a glass rod and a piece of silk. Provide the supplies so the students can do the same things. Use the overhead projector and transparencies from Magnetism and Electricity to review Dittoes 8 & 9.				
1i. Given a diagram of a storage cell (voltaic cell), the student will describe how it provides electricity and indicate the direction of flow of electrons and current between electrodes.	1c.1, 1d.1, 1e.2, 1g.1 A demonstration and class discussion will be used to study the use of the electroscope to detect the presence of small static electrical charges. Ask the students what is meant by the terms, conductor and insulator? Hand out ditto No. 10 "Conductors and Non-Conductors". Demonstrate the charging of the electroscope by contact and by induction. Diagram each situation on the board. Put up a display of electrical conductors available from the industrial arts laboratory.	1c.1 Observing Recalling Classifying Inferring Causes Inferring Effects Concluding Questioning Anticipating Making choices	Art	1c.1	
1j. Given simiplified diagrams of alternating current and direct current generators, the student will explain how they generate electricity and how AC and DC electricity are different.	1f.1 The concept of charged bodies and electromotive force (emf-Voltage) will be presented through a lecture-demonstration method. Explain the movement of electrons from one object to a more positive object using diagrams on the board. Demonstrate and explain the charging and use of condensers. Discuss problems encountered with the presence of static electricity in machines, computers, and elsewhere (lightening).	1f.1 Observing Inferring Effects Generalizing Questioning			
1k. The student will write an explanation of how electricity is generated and delivered to factories and homes.					

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	1h.1, The concept of current electricity will be presented through the lecture-demonstration method with the utilization of worksheets, movies, and question and answer periods. Handout dittos No. 11 "Current Electricity" and No. 12 "Wet and Dry Cells" from Magnetism and Electricity, St. Louis: Milliken Publishing Co. Use the transparencies for No.11 and No. 12; use the overhead projector to review the handouts. Demonstration. Show the generation of an alternating electric current (AC) by using a U-magnet, several loops of insulated wire, and a demonstration galvanometer. Draw diagrams of the circuit and electron flow on the board. Demonstration. Show the generation of a direct electric current (DC) by using a voltaic cell, insulated wire, and galvanometer. Draw diagrams of the circuit, electron flow, and current flow on the board. Show the movies "Principles of Electricity" (20 minutes, color) and "Fundamentals of A-C and D-C Generation" (24 minutes, color) available from The Columbus and Southern Ohio Electric Company (614) 228-6411 Extension 365. For additional study have the students go to the IMC and look at the filmstrips No. 621.4 "Power Sources of the Future" and No. 537 "Electric Fields".	1h.1 Observing Recalling Concept Testing Questioning	Art Math Social Studies	1h.1	
1i.1,					
1j.1.					

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	1k.1 How electricity is generated and delivered by electric utility companies to customers in the city will be presented by utilizing a speaker from the local electric company and a class discussion. Home wiring blue prints will be displayed. Students will be taken on a guided tour of the building to see parts of the electrical system. Show one or more of the following movies (may be shown in the IMC area). "Ever Since Edison" 25 minutes, color "Generating Electricity" 24 minutes, B&W "Twins on the Ohio" 25 minutes, color "Amber, Atoms, and Accidents" 25 minutes, color "Electric Power and Common Sense" 25 minutes, color.	1k.1 Observing Questioning	Social Studies		

UNIT 2 SCIENCE A STUDY OF ELECTRICITY

GOAL: 2 The student will learn how to use electrical meters and the principles of electricity to solve electrical problems.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2a. Given batteries, wire, switches, lightbulb sets, the student will construct a series circuit and a parallel circuit. He will draw a diagram of each circuit indicating the resistors (R) switch, power supply (V) flow of current (I), and flow of electrons (e). 2b. The student will define (a) coulomb, (b) the ampere, (c) the ohm, (d) the volt, and (e) Ohm's Law. 2c. The student will diagram an explanation of how an ammeter and voltmeter should be connected into a circuit. 2d. Given diagrams of several different circuits, the student will label them as open or closed and series or parallel. The student will calculate and fill in the total voltage (emf), resistance, and current of each circuit.	2a.1, 2b.1, 2c.1, 2e.1, 2f.1, 2i.1. The concept of electrical circuits, use of electrical meters and the application of principles of electricity to solve problems will be presented through the use of lectures, demonstrations, discussions and simulations. Hand out dittos No. 13 "Batteries" No. 15 "The Pathway of Electricity - Circuits". No 16 "Series and Parallel Circuits", No. 17 "Switches and Fuses", and No. 18 "The Electric Motor" taken from Magnetism and Electricity. St. Louis: Milliken Publishing Co. Instruct the students to complete the dittoed work sheets as the information is covered. The parts of a simple electrical circuit, how circuits enable us to control electrical energy, what Ohm's Law is, and how Ohm's Law operates in a circuit will be presented by showing filmstrip No. 621.31 "Elements of Electrical Circuits". Draw diagrams of some of the electrical circuits using the proper symbols for the power supply, resistors, switches, and the meters used. Point out how ampere meters, volt meters, and Ohm meters are hooked into a circuit and how they are read.	2a.1 Observing Recalling Inferring Effect Questioning Anticipating	Math Art	2a.1	

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2e. The student will list and explain the factors which affect the resistance of a conductor. 2f. The student will explain why and how fuses and circuit breakers are used. 2g. Given the current and voltage rating for an electrical appliance and the cost of electricity per kilowatt-hour, the student will calculate the cost of operating the appliance for a number of hours. 2h. The student will solve correctly six out of ten electrical problems. 2i. The student will use and explain the operation of electric generators, electric motors, electric lights, fuses and circuit breakers, electromagnets and solenoids, transformers, ammeters voltmeters, galvanometers, and kilowatt-hours meters.	2a.2, The fundamentals of series 2b.2, and parallel circuits, the re- 2c.2, lation of simple circuits to 2d.2, the use of household devices, 2f.2, and the terms commonly used 2h.1, in working with electrical 2i.2, circuits will be presented by showing the filmstrip No. 621.31 "Series and Parallel Circuits". Draw diagrams of some of the circuits using electrical symbols. Work sample problems using Ohm's Law. 2a.3, <u>SIMULATIONS</u> 2d.3, The student will receive prac- 2e.3 tical experience in wiring 2i.3 series and parallel circuits by carrying out the following exploration and simulation experiments using the "Electric Circuit Unit" supplied by Science Kit Inc., Tonawanda, New York Exploration 1: Lighting a Bulb Exploration 2: Testing Connections Exploration 3: The Battery Holder Exploration 4: Enlarging the Circuit Exploration 5: Finding Conductors and Insulators Exploration 6. Preparing the Switch Exploration 7: Two Kinds of Circuits Instruct the students to draw a diagram of each circuit constructed and to answer the questions.	2a.2 Observing Recalling Inferring Effects Questioning Anticipating 2a.3 Observing Recalling Classifying	Art Math Art	2a.2 2a.3	

OBJECTIVES	SUGGESTED IMPLEMENTATIONS ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	2a.4, <u>SIMULATIONS</u> 2d.4, The student will receive 2i.4. practical experience in following instructions and wiring diagrams by carrying out the following exploration and simulation experiments using "Electrical Experiments" supplied by Science Kit, Inc. No. 1 Signal Only No. 2 Bell only No. 3 Motor and Bell No. 4 Motor and Lamp No. 5 Bell and Lamp No. 6 Motor Only Instruct the student to draw a diagram of each circuit and to answer the questions. Instruct the student to use available meters to measure the voltage and current of the circuits at various locations.	2a.4 Observing Recalling Making Choices	Art Math	2a.4	
	2a.5, The electric utility system, 2e.5, alternating current circuits, 2i.5, inductance, and capacitance will be presented by showing the filmstrip No. 621.31 "Alternating Current Circuits" frames 1-30.	2a.5 Observing Recalling Questioning			
	2f.3, The basic principles involved 2g.1, in home electrical appliances, 2h.2, various operating parts of 2i.5. these appliances, and minor repairs for keeping appliances in good working order will be presented by showing the filmstrip No. 644 "Home Electrical Appliances".	2f.3 Observing Recalling Questioning Making Choices	Math		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	Then the concept of electric power will be presented using the lecture method followed by a question and answer session. Ask the students to look at the appliances and electrical fixtures in their home or shop and make a list of the current, voltage, and power rating of five of them. Use this information to work sample problems calculating the cost of electricity used. Have the students work some electrical problems for exercise.				

UNIT 3 SCIENCE A STUDY OF ELECTRICITY

GOAL: 3 The student will explore the careers in the electrical industry.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3a. The student will list two (2) careers in the electrical industry and give the training requirements, working conditions, needed skills, job requirements, union requirements, availability of jobs, and pay.	3a.1 Ask the students the question "What specific careers in the electrical industry can they name?" List the careers on the chalkboard or large sheets of paper as the students name them. Then ask the students to group the careers according to some way in which they are alike. After grouping, have the students give the reason for putting the careers into a group and then decide on a label or name for each group of careers.	3a.1 Recalling Noticing Similarities Grouping Concept Labeling Classifying Questioning Making Choices	Social Studies Speech	3a.1	3a.1

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
	Divide the class into small groups to give reports on the groups careers. Encourage the students to use the audio-visual materials on careers. Have speakers in from some of the following places to talk about careers in the electrical industry. a. Columbus and Southern Ohio Electric Company b. A home or industrial electric company c. A large-appliance repairman d. A small-appliance repairman e. An electric motor repairman f. An electronics teacher Available Filmloops: "Electricians" "Assembly Occupations (Electronics)" "Customers-Service Occupations (Electric Power Industry)" Talks in Room 1003 "Electronic Technician" "TV and Radio Serviceman"				

TEST ITEMS

1. Match the following urban problems to their source:

a. Housing, Sanitation. _____	1. Financial Crisis.
b. Revenue needed for services. _____	2. Population Growth.

2. Explain the effect of the following problems, caused by the population explosion of the past 30 years, on the cities of America.

   1. Density of Population.
   2. Delinquency.
   3. Political Corruption.
   4. Disease.
   5. Poverty.
   6. Decline in Municipal Services.

3. List and explain the 3 factors that caused people and industry to leave the cities in recent years.

4. Circle the people or race that stayed behind and took the place of those that left the cities. List 5 reasons that those people or race stayed.

5. List the causes of the cities' financial crisis.

   Match the following:

a. Homeowners paying $1,200. on their homes. _____	1. Decline in municipal services.
b. Jobs unfilled. _____	2. Raising property taxes.

6. Match the following descriptions to the proper functions or service:

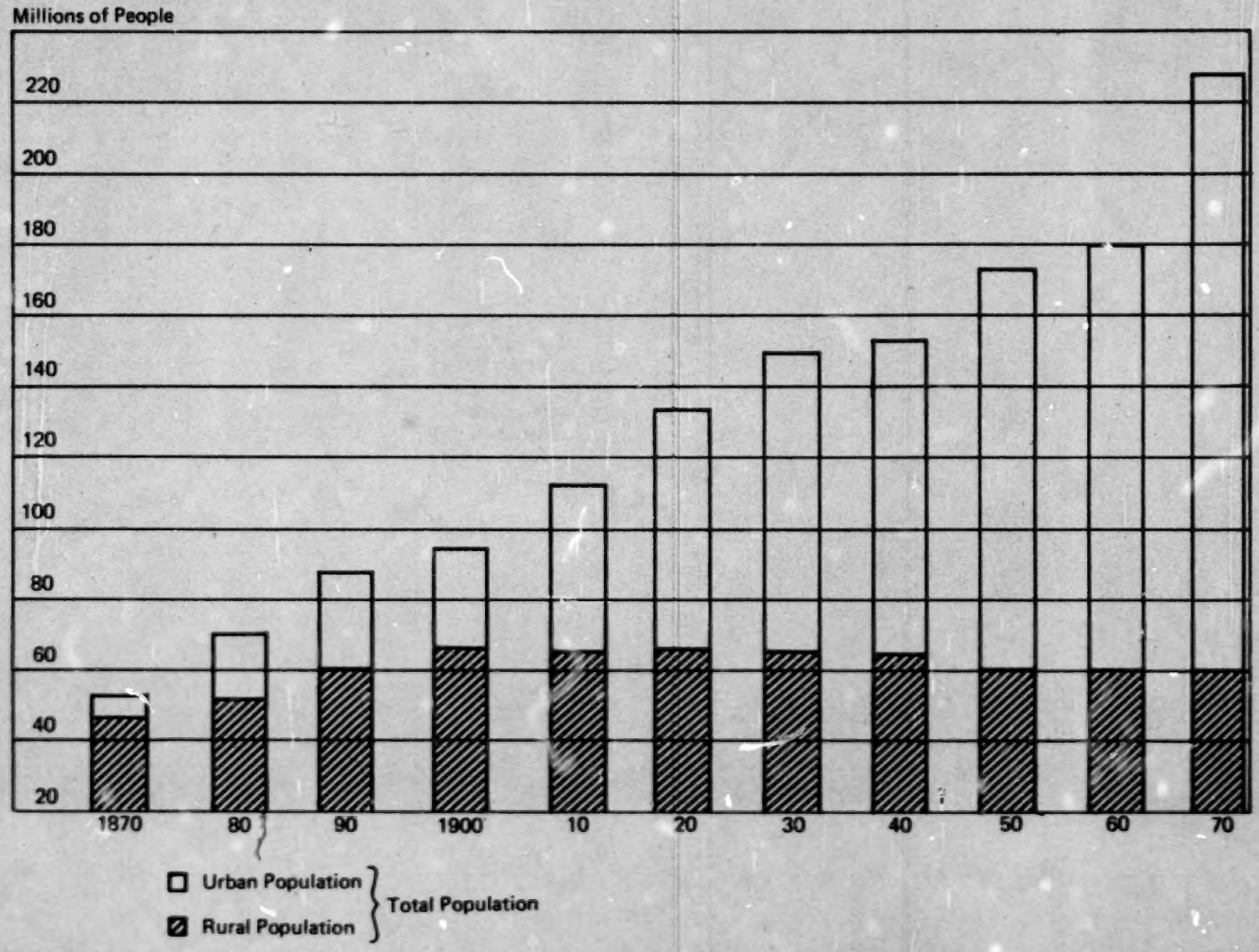
a. Snow removal, repairing bridge, lighting. _____	1. Maintenance of Public Safety.
b. Police department, fire department. _____	2. Street Maintenance.

SOCIAL STUDIES: PROBLEMS OF URBAN GOVERNMENT.

GOAL: I. To determine the character of present-day cities, explore many of the pressing problems confronting cities, and then review possible solutions to remedy the more urgent problems.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. The student will be able to identify five sources of urban problems.	a. The students will trace the problem of today's city by researching data gathered in the IMC from World War II to the present. For simplicity in compiling and organizing data, the class will be divided into groups with each member taking a 10-year span from 1945 to present day for his research.	a. Observing Recalling Ordering Concluding	a. Math Science		
2. With 80% accuracy, the student will be able to explain the effect of the population explosion of the past 30 years on the cities of America.	a. The teacher will serve as a catalyst to guide learning and also as a co-inquirer with the pupils in drawing upon various sources of data to investigate selected topics, issues and problems, such as population growth, pollution and delinquency.	a. Recalling Questioning Anticipating Inferring Causes Inferring Effects Concluding Generalizing			
3. The student will be able to list and explain three factors that have caused people and industry to flee the cities in recent years.	a. The teacher will present the following graphic illustration of the "Continuity and Change of Urban Population." After the chalkboard presentation, the students will write answers to the following questions. 1. At what point did the United States become predominantly urban? 2. Since then, in what decade did the rural population make its greatest advance?	a. Observing Recalling Differences Similarities Concluding	a. Math		

GRAPH -- Continuity and Change of Urban Population



OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. Continued.	3. What has happened to it more recently? 4. How might that affect urban areas?				
4. The student will be able to list five reasons why and correctly identify who, in large part, has stayed behind or taken the place of those that left the cities.	a. The teacher will guide small group discussions to raise pertinent questions and use the booklets "Poverty and Welfare" and "Poverty in an Affluent Society" for pupil interpretation and generalization.	a. Questioning Recalling Inferring Effects Inferring Causes Concluding Generalizing	a.		a.
	b. The teacher will present, on the chalkboard, the following graph-- Proportion of blacks in Cities and Metropolitan Areas.	b. Observing Inferring Causes Inferring Effects Concluding	b. Math		

City	Percentage of City Population	Percentage of Metropolitan Population
Washington	71	25
Newark	54	19
Gary, Indiana	53	18
Atlanta	51	22
Baltimore	46	24
New Orleans	45	31
Detroit	44	18
Wilmington	44	12
Birmingham	42	30
Richmond	42	25
St. Louis	41	16
Memphis	39	38
(In the 67 Largest Metropolitan Areas)		
National	23.3	4.5

	OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
4.	Continued.	c. The teacher will show further demonstration of the dilemma and plight of poor people by utilizing the game "Ghetto."	c. Observing Inferring Causes Inferring Effects Concluding Making Choices	c.		c.
5.	With 70% accuracy, the student will be able to list causes of the financial crisis of the cities and match two methods used to combat the crisis.	a. The teacher will invite a resource person, preferably a city official, who will discuss the financial problems and methods of resolving those problems of the cities.	a. Observing	a. Math		
6.	The student will be able to identify with 75% accuracy the essential functions or service performed by the city.	a. The teacher will choose a class committee to find out from their city officials what services are performed by that city.	a. Questioning	a.		
7.	Based on information gathered from fact-finding committees the student will be able to debate the following questions:	a. The teacher will invite a local tax assessor to speak to the class and answer questions concerning property taxes and other sources of local revenue.	a. Observing Questioning	a. Math		
	a. Is the general property tax fair? b. As a rule are assessment policies reasonable? c. Do renters pay their share of taxes? d. How do property tax rates affect business?	b. The teacher will bring a property-tax bill to class and show how the tax is calculated (assessed valuation X (multiply) tax rate = property tax).	b. Observing	b. Math		
		c. The teacher will choose a class fact-finding committee. It should find out from a municipal official suggested by the teacher what are the chief means by which the city is legally authorized to raise money. It should also discover what approximate percentage each method contributes to the city's total	c. Questioning Ordering Similarities Differences Making Choices Anticipating	c. Math	c.	c.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
7. Continued.	revenue, or income. Based on the committee's reports, each class member should then draw a circle graph (pie chart) of the city's revenue sources indicating the major revenue and expenditure categories.				

GOAL: To develop responsible citizenship, encourage critical thinking and ability to express ideas, develop analytical skills and competencies essential for effective living and the appreciation of the basic values underlying our way of life.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. The student will be able to distinguish between the three major types of city government: the mayor-council, the commission, and the council-manager forms. a. State the advantages and disadvantages of each.	a. Using encyclopedias in the IMC area the students will write a paper comparing the advantages and disadvantages of the three forms of municipal government.	a. Recalling Making Choices Concluding			
	b. Choose a class committee to find out from city officials what form of government the city has.	b. Questioning			
	c. Each member of the class will write a job description and a task listing sheet (duties) of the major officials of municipal government.	c. Making Choices Ordering Concluding			
	d. The teacher will assign reading in the booklet "Law and the City", "Justice in Urban America" (Houghton Mifflin Co.).	d. Recalling			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. a. Continued.	e. The teacher will show the films, The Mayor, and Local Government and Politics, Encyclopedia Britannica Educational Corp., 1150 Wilmette Avenue, Wilmette, Illinois 60091.	e. Observing			

GOAL: To Develop an awareness of how our cities are structured, how the legal process works, and how individual rights and obligations are interrelated.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. The student will be able to write a job description and analysis (duties, functions) of occupations and careers.	a. The student will research the pertinent data by utilizing the career resources in the IMC (i.e., taped interviews, SRA Occupational and Directory Briefs, Occupational Outlook Handbook).	a. Making Choices Concluding			
	b. The student will make an oral presentation to the class on one of the careers researched. For the presentation the student will use appropriate taped interviews or information gained from an actual interview (in person, or through written correspondence) with one of the workers.	b. Questioning Making Choices Concluding			
2. The student will be able to explain the functions of these municipal courts-- police, domestic relations, small claims, juvenile, traffic.	a. Mock Trial — The teacher will use the following simulation procedure: The following participants will be chosen (a) judge, (b) plaintiff's attorney, if it's a civil	a. Observing Recalling Concluding a. Making Choices			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2. Continued.	case, or prosecutor if it's a criminal case, (c) defendant's attorney, (d) plaintiff, or in a criminal case, the victim complainant if one is needed, (e) defendant, (f) clerk of court reporter, (g) court reporters, (h) bailiff, (i) witnesses for the plaintiff or prosecution, (j) witnesses for the defense and (k) panel jurors				
	The teacher will define the roles and the participants will learn their roles. With help of the clerk and alternate clerks, the teacher will prepare the written transcripts of testimony for each witness. The teacher will brief the class on the procedures and conduct of the trial.	Recalling Making Choices Concluding			
	b. 16mm films will be used for student observation and for posing pivotal questions. Story of a Trial, (Film Associates of California, 1159 Santa Monica Blvd., Los Angeles, California 90025) and The Judicial Process – Trial by Jury (University of Washington, Seattle, Washington 98105).	b. Observing			
	c. The purpose of this activity is to challenge students to seek and evaluate pertinent data. The teacher should not hesitate to recount personal experience, humorous episodes, or touching encounters with people living within the community provided the precaution is taken	c. Recall Inferring Feelings Inferring Causes Inferring Effects Concluding			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2. Continued	to withhold names or other information that could be used to identify the actual persons involved. For example, the teacher who has served on a jury might describe the procedures involved and the feelings he had as he decided the fate of the defendant. If the teacher has not served on a jury, he can invite a resource person for this activity				
3. The student will be able to identify the shortcomings of fragmented metropolitan government and be able to list and evaluate the five proposals for co-ordinating the operations of communities within a metropolitan area.	a. The teacher will assign Chapter 2 of the "Law and the City" (Houghton Mifflin Co.) for reading. This chapter deals with the urban sprawl, checkerboard control and remedies to overcome the weakness of metropolitan governments. After completion of the reading assignment, the teacher will direct a discussion.	a. Recalling Similarities Differences Concluding			
	b. To show how fragmented urban government affects its residents, the teacher will use an opaque projector and the photograph on page 35 of "Law and the City" to illustrate the problems that urban dwellers face. The teacher will motivate the student analysis of the photograph by asking questions such as "What events may have led to the scene shown here?"	b. Observation Inferring Causes Inferring Feelings Concluding			
	c. The teacher will divide the class into small groups and conduct "buzz" sessions dealing with questions that analyze the Case Analysis 8 "Governing Urban				

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. Continued.	Area" found in the book American Government (Houghton Mifflin). The chairman of each group will report the results of the "buzz" sessions to the class for further discussion and evaluation. d. The teacher will invite a municipal government official to discuss the central city's operations and interrelationship with other communities which form a metropolitan area.				

SOCIAL STUDIES PRE AND POST-TEST

1. Write an essay entitled "The Ways in Which Economics Affects My Daily Life." The essay should explain how the various facets of economics has some influence or affect on your everyday life. The essay should be well-organized, grammatically correct, and contain no spelling errors.

2. Describe four considerations which you think must be considered when defining poverty, i.e., whether or not a person would be classified as living in poverty.

3. Describe, using specific examples, what the term "chain of poverty" means.

4. Do you think it is possible or even desirable to eliminate poverty in the United States? Explain your reasons for your answer.

5. a. In the space below list reasons why cities have been losing money while at the same time they need to spend more money for new and different reasons.

Reasons for loss of income	Reasons for increased spending
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

   b. Chart how you think these two phenomenon would look on a graph. (Approximate relationship of the lines.)

6. What do you think the term "consumerism" means. What steps should be taken by a consumer when making a major purchase (T.V., car, radio)? What do you think would be the results of failure to take these steps?

7. List five careers in which economics plays a major role, and describe what that role is.

SOCIAL STUDIES: Economics Unit, Ninth Grade Introduction to Social Studies

GOAL: I. To explore economics as a social science

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. Following an introductory lesson on the nature of economics as a social science the student will write an essay entitled "How Economics Affects My Daily Life."	a. Introductory materials will be provided for the students to read to become acquainted with the nature of economics as a social science. The teacher will then discuss the various facets of economics.	a. Observing Recalling Questioning	a. Social Studies		a.
	b. The teacher will use the Taba Strategy of concept development to gather data pertaining to the ways economics affects our daily lives. The class will formulate and develop several economics concepts through the use of this strategy, i.e., saving, scarcity, allocation of resources, supply and demand.	b. Recalling Grouping Concept Labeling Concluding Generalizing	b. Social Studies		
2. Following a study of the career opportunities in economics, the student will write a detailed job description on an economics-related career of his choice.	a. The teacher will direct the students to research types of economics-related careers available, and to discuss these in small group discussions.	a. Recalling Questioning Observing Concluding	a. Social Studies Math Science		
	b. The teacher will use the Taba Strategy of concept development to list the findings of the students and to formulate categories or groups of careers.	b. Recalling Grouping Concept Labeling Concluding	b. Social Studies Math Science		

GOAL: II. To explore economics as it relates to cities by exploring two urban economic problems.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. Following a study of the economic dimensions of poverty, the student will describe the considerations involved in writing an economic definition of poverty by listing and explaining four criteria for the determination of poverty levels.	a. Students will be assigned readings and will view a filmstrip concerned with urban poverty. The class will discuss, and the teacher will list on the board, the things the students have read and observed regarding the nature of discussion of the "Chain of Poverty," and the ways the process of urbanization has created slum areas, or pockets of poverty.	a. Observing Recalling Differences Similarities Grouping Inferring Causes Inferring Effects Questioning Concluding Generalizing Inferring Feeling	a. Social Studies		a.
	b. The students will view statistical data detailing the incidence and effects of poverty in the U.S. These statistics will reflect income, size of family, age and sex of family head, and farm or non-farm residence. Students should be made aware of the omission of social and psychological factors.	b. Observing Similarities Differences Questioning Concluding			
	c. From these activities students should be able to formulate a definition of poverty, including what variables affect the scope of poverty. Readings: Justice in Urban America Series: Poverty and Welfare The Incidence and Effects of Poverty in the U.S. Filmstrip: The American Poor	c. Recalling Concluding Generalizing	c. Social Studies Math		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2. Following a study of the theories of the "new economics" and consideration of the phrase "poverty in an affluent society", students will write a 3 page position paper attacking or defending the statement: "Our society must take the necessary steps to eliminate poverty during the '70's."	a. The students will read assignments relating to the ideas of the new economics as proposed by John Galbreath pertaining to the potential of our society to eliminate poverty and other social and economic problems.	a. Observing Recalling Questioning			a.
	b. Students will study present and proposed welfare programs and the class will discuss their strengths and weaknesses as they relate to the problems of poverty. Readings: Economics in Today's World (AEP) and Filmstrip The Welfare Dilemma (GA)	b. Observing Recalling Inferring Feeling Questioning Concluding Generalizing			b.
3. The student will display his awareness of the economic concept allocation of resources by charting a graph illustrating the loss of revenue by cities against the increased expenditure due to increased demands for services of cities during the past ten years.	a. Through readings and discussions students will discuss the reasons why the income of cities declines while the demands for services and facilities increases. The teacher will relate this concept to the process of urbanization, i.e. why people move out of cities, why others move in.	a. Questioning Inferring Causes Inferring Effects Concluding	a. Social Studies		
	b. Students will study the revenues and expenditures of Columbus, with the teacher pointing out the types of revenues, and varying types of expenditure. Simulation: Budget Hearing	b. Observing Grouping Classifying Concluding			c.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. Continued	c. Students will simulate a budget committee hearing of a large, urban area (Columbus). Students will be assigned roles corresponding to officials of the city. They will be expected to research the budget needs of their department, ready to convince others of the pressing needs of their area (Examples: Police, fire protection, welfare, streets, parks, and recreation, etc.) with the prospect of a limited budget (limited resources, unlimited wants=scarcity) the committee will then deliberate and allocate the resources on the basisof the hearing and deliberation.	c. Observing Recalling Grouping Inferring Causes Inferring Effects Questioning Making Choices	c. Social Studies Math		c.
	d. Given statistics relating to revenues and expenditures for 10 years in Columbus, the student will chart these on a graph detailing different types of revenue and expenditure.	d. Observing Ordering Grouping Concluding	d. Social Studies Math		

GOAL: III. The student will explore the economic implications of "consumerism".

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. Students will participate in the simulation "consumer". They will then describe, either written or orally, their observations regarding: -interest rates charged by financial institutions -credit ratings and its effects on borrowing -the implications of contracts -the mechanics of that sector of the economy concerned with consumer credit	a. Through readings and discussions, the class will describe the characteristics of the consumer movement, and how this has affected our economy.	a. Observing Recalling	a. Social Studies		
	b. <u>Simulation:</u> "Consumer" Students will participate in the simulation which is intended to teach about the problems and economics of consumer buying. It is intended to encourage proper credit-use strategy based on their own experience and that of other players. Students will weigh costs of financing, opportunity costs of money, and learn to guard against unanticipated events not generally covered by insurance. A discussion will follow the simulation.	b. Observing Ordering Recalling Inferring Causes Inferring Effects Concluding Generalizing Questioning Anticipating Making Choices	b. Social Studies Math		b.

GOAL: IV. Students will explore the application of economics concepts to career exploration.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. Students will compose a list of ten careers that interest him, in sequence from highest degree of interest to lowest. For each career listed the student will write a brief description of the type of job performed. Training	a. This activity will involve mostly individual and small group activity for the students, with the teacher providing advice and assistance. Preceding the assignment the teacher may give examples of the ways economics enters most careers (from housewife	a. Recalling Ordering Observing Inferring Effects Concluding Making Choices	a. Social Studies Math Science Language Arts		a.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. Continued. required, and the approximate salary range. He will then write a description of the ways economics would be used in each job.	to bankers) to provide clarification. The teacher will emphasize the job clusters as identified by the State Dept. and illustrate how economics enters some phase of almost all careers.				

GOAL: I. To understand that listening is an art that can be learned by developing the skills of concentration and observation and listening to the feeling or tone of the voice.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. Given a list of questions regarding the attitudes and actions of a listener the student will evaluate his own skill as a listener by answering the questions. (pre and post test)	a. The questionnaire will be presented at the beginning of the unit and will point out the individual needs and difficulties on which to concentrate for improvement. The questionnaire is taken from Modern Speech, page 51.	a. Recalling Concluding			a.
2. After hearing a series of either numbers, words, or phrases, the student will answer questions about the series.	a. One question to be included in this exercise is the following: In the series of numbers 7-2-5-4-3, the fourth number is___. This pattern should be followed with all questions. Other questions used can be found on page 467 of Warriner's English Grammar and Composition.	a. Recalling			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. After hearing ten names, the student will write as many of the names as he can recall.	a. Several students can read the lists of names orally while the rest of the class listens and then writes.	a. Recalling			
4. Given a series of directions orally, the student will follow these directions in writing.	a. The student should begin with a blank sheet of paper and should follow directions given by the teacher. Examples of possible directions are: 1) Write your last name in the lower right hand corner, 2) in the upper right hand corner, print your first name.	a. Recalling			
5. After completing textbook, lecture, and discussion materials concerning listening skills, the student will answer objective questions regarding such skills.	a. At this point in the unit, the material presented in Chapter 4 of Modern Speech should be completed. A short quiz will be given to check for knowledge of skills which will be used in later activities.	a. Recalling Concluding Making Choices			
6. After hearing an oral report, the student will answer in writing objective and subjective questions concerning the report.	a. Written reports prepared by the students during the previous careers unit will be used here. Certain students will read their reports to the other members of the class. The questions to be asked will be prepared by the teacher. These reports covered such information as education needed, working conditions, advantages, disadvantages, and income of jobs chosen by the students, indicating their preferences and interests.	a. Recalling Concluding Generalizing			a.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
7. After hearing two commercials, the student will name the two products advertised (not the brand names mentioned) in fifteen seconds.	a. The students should not be told beforehand the information for which they should listen. b. These commercials are taken from the tape program entitled "Effective Communication: The Art of Listening" (from Argus Communications).	a. Recalling			
8. After hearing an oral discussion, the student will discriminate between those statements that are true and those that are false regarding the discussion.	a. The discussion is taken from the tape "Effective Communication: The Art of Listening" (from Argus Communications).	a. Recalling Classifying Concluding Generalizing			
9. After hearing a duelogue, the student will discuss the main points and the emotional qualities presented.	a. The duelogue is presented on the tape. b. The teacher should impress that just as all hearing is not listening, so all speaking of two or more people is not dialogue. The failure to listen destroys the dialogue.	a. b. Observing Inferring Feelings Concluding Questioning Anticipating Making Choices			a.
10. After hearing three conversations, the student will label each as either a dialogue or a duelogue.	a. These three particular conversations are given on the tape. b. The conversations will be played, stopping after each one to 1) take a concensus of the class as to whether the conversation is dialogue or duelogue, 2) discuss the reasons for their opinions, and 3) offer suggestions for turning a duelogue into a dialogue.	a. b. Observing Recalling Concluding Generaiizing Making Choices			

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
11. After viewing a demonstration of non-verbal communication, the student will discuss the feelings, attitudes, and ideas that were expressed.	a. Several students (four or five) should be asked to participate in the demonstration while the rest of the class observes. The participants should select a situation that will then be acted out but without the use of the spoken word. The students must use gestures, facial expressions, etc. in order to get their point across.	a. Observing Recalling Inferring Causes Inferring Effects Concluding Generalizing			a.
12. After selecting a controversial topic (one on which there is no total agreement), the students will discuss the topic in which each speaker summarizes the preceding speaker's remarks before he continues the discussion.	a. After selection of a topic, the students will discuss the topic in the following manner: after each person makes a statement, the person who speaks next must summarize the preceding person's remarks to the satisfaction of that person. The discussion cannot continue until this is done each time.	a. Observing Inferring Causes Inferring Effects Inferring Feelings Questioning Anticipating Making Choices			a.

GOAL: II. To develop the ability to participate effectively in person-to-person and group conversation.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. From his study of conversations that he has heard and participated in, the student will make a list of good and bad habits of conversation.	a. Students will analyze the conversational qualities of their friends. They should not mention names. After they have listened to a number of conversations, they will make a list of good and bad conversation habits. The lists will then be discussed in class. Students should decide which qualities are most important for good conversation. They should also determine which qualities are most often absent.	a. Observing Recalling Inferring Feelings Concluding	a. Social Studies		a.
2. After reading assigned references, the student will list suggestions that will aid him in confidently participating in a person-to-person conversation and a group conversation.	a. This activity is a follow-up to objective 1a. The students will read the following section from Modern Speech, Chapter 3, Improving Conversation, pp. 22-29. The students will compare this list with their list from 1a. and then form a final list of guidelines for effective participation in conversation.	a. Recalling Differences Similarities Grouping Classifying	a. Social Studies		
3. The students will role play in a specific conversational situation using the guidelines that the class has established.	a. Each situation should last about five minutes. Possible situations may be: 1. Three graduates meet at an alumni reunion after a separation of ten years. 2. Four ladies converse after a PTA meeting.	a. Inferring Feelings Anticipating Making Choices	a. Social Studies		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. Continued.	3. Three girls riding home on the bus are talking about school. One of the girls purposely violates some of the guidelines for good conversation. 4. Four boys talk about the school's athletic achievements of the past year and the possibilities for the current year. 5. A teacher and a parent meet to discuss the progress of the parent's child.				

GOAL: III. To develop the ability to converse effectively and confidently in social situations.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. After reading "Guides for Making Introductions" and "Guides for Responding to Introductions", the student will criticize a group of expressions used in making or acknowledging introductions.	a. Students will criticize the expressions by using the "Guides for Making Introductions" and "Guides for Responding to Introductions" taken from Building Better English, Grade 10, Harper & Row. b. Suggested expressions are as follows: 1. "Nice to have met you. I'll see you around." 2. "Fred, this is Mary Sullivan." 3. "Well, I have to go. Goodbye." c. Further reading may be done in Modern Speech, chapter 2, pp. 17-21.	a. Recalling Concluding Questioning Making Choices	a. All subject matter		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2. After being assigned to groups, each student will role play in a specific social situation in which an introduction or acknowledgement is necessary.	a. Working in pairs or in groups, students will make and receive introductions. Suggested situations are: 1. Your employer and a friend. 2. Your father and the superintendent of schools. 3. Your assistant manager to your wife or husband. 4. A boy and a girl. b. The activity is taken from Building Better English, Grade 10: Under the direction of a leader, students will take turns introducing two boys, two girls, or a girl and a boy. Each time after the introductions and responses have been made, the students will begin a conversation, after visiting briefly, the leader will make an excuse to take one person away so that the ones who have been introduced can demonstrate how to make a courteous parting. Let the rest of the group act as observers, not as part of the company. Students should be sure to apply the guidelines for good listening, conversations and introductions.	a. Recalling Inferring Feelings Generalizing Anticipating Observing	a. All subject matter		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. After discussing good and bad telephone manners, students will list guidelines that may be used in evaluating various telephone conversations.	a. Discussion may be based on these topics: 1) telephone habits which are irritating; 2) rules of etiquette to use on the telephone; 3) examples from your experience of bad telephone manners.	a. Observing Recalling Inferring Feelings Concluding Generalizing	a. Social Studies		a.
4. After reading assigned references, the students will list guidelines that will aid them in effectively participating in a telephone conversation.	a. This activity is a follow-up to objective 3a. The student will read the following section from Modern Speech, chapter 3, pp. 32-37. The students will compare this list with their list from 3c. and then form a final list of guidelines for an effective telephone conversation.	a. Recalling Differences Similarities Grouping Classifying	a. Social Studies		
5. After the students have been assigned into groups of two, each pair will prepare and conduct a 2 to 4 minute telephone conversation before the class.	a. Students may select their own situations, but these should be checked by the teacher before preparation begins. Evaluation of the telephone conversations should be based on the guidelines established in objective 4a. Suggestions for telephone conversations may be found in Modern Speech and Teen Talks, published by American Telephone and Telegraph.	a. Recalling Concluding Generalizing Questioning Making Choices			

GOAL IV. To understand that the interview is a special kind of conversation and to develop the ability to respond effectively and confidently in an interview situation.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. After reading assigned references, the students will apply for jobs by presenting written resumes and being interviewed. (Final Simulation)	a. In this simulation the students will apply for jobs of their choosing. The teacher will interview three students to fill management positions in various companies or public service institutions. These three students will then write want ads for other positions. Once these are filled, the teacher will then determine what other positions need to be filled until every student has been hired. Each student must present a written resume before he can be hired for the job. b. This final activity should evaluate the student's success in developing listening skills, informal speaking skills, interviewing skills, and letter writing skills studied in Careers unit I.	a. Observing Recalling Inferring Causes Inferring Effects Inferring Feelings Generalizing Anticipating Making Choices			a.

II. Career Exploration Lessons

Some career exploration curriculum development is in the form of an individual lesson or a series of individual lessons. These lessons can be used without a dependency upon the preceding or following daily lesson.

Generally a relevant worker trait group is explored so as not to cause a great disruption in the class flow. It takes careful teacher planning to make certain that all preliminaries are completed in order to get the maximum from this single day approach.

The additional emphasis in this type of system must be "hands on" simulation and/or community work stations. Special attention must be spent in providing students with a choice in his own interest area.

Here again, you are reminded, these are only examples of materials currently in use and as such are not meant to portray a perfect instrument. Build upon these examples more relevant or more valid lessons pertinent to the on-going curriculum and concepts of career exploration.

PARMA

Ninth-Grade Home Economics

Career Exploration Program

General Objectives:

To expose ninth-grade students to a variety of career or job opportunities in home economics and related fields through study or research, speakers, field trips, audiovisuals, and personal interviews.

To acquaint students with the variety of home economics-related occupations and the opportunities available to them with preparation beyond high school.

To help students become aware that the various units have career-related opportunities.

To enable the students to select and develop their special fields of interest and to know themselves and their abilities better through the practice of skills related to home economics.

To help students gain an awareness of the responsibilities in the dual role of managing a home and working outside the home.

To help students see their potential and expand their horizons.

To program students into more productive and responsible jobs by introducing them to career ladders and lattices in home economics and related careers.

Home Management, Family Economics, and Consumer Buying

Objectives:

1. The class will view the film Credit and discuss professions involved in commercial credit.
2. The class will investigate a local family planning agency and list its services.
3. After touring a hospitality institution, the students will list jobs and skills.

Concept	Related Jobs	How To Introduce	Student Involvement	Home Experiences
I. Home Management Family Economics	Laundry Production Specialist Store Shopper Credit Consultant State Agencies Other Government Agencies Consumer Consultant Consumer Education Family Budgeting Services Marketing Specialist	Tour food service, storage, or Management plants Tour school cafeteria Speakers from banks Films from J.C. Penney Umpteen Ways People Shop (film record) Decision Making for Consumers (record, booklet on role-playing, bulletin board materials, paper puppets, transparencies) Credit (3-part film 3 case studies)	Interview person from field Foods lab assistant Comparision shopping Plan dinner-- Menu Recipes Shopping list Time chart	Plan meals and shop for a family for one week. Management of home for a week.

Personal, Family, and Community Relations

Objectives:

1. The student will role-play an incident from the booklet "When a Family Faces Stress." The class will discuss agencies that offer help with family problems and professions involved.

2. After viewing the film "Horizons Unlimited," the student will choose one health-related occupation and write a short report on the education necessary and the professional responsibilities of this career.

3. The student will visit a senior citizens' center or housing unit and identify personnel involved in caring for older people.

Child Development

Objectives:

1. The student will observe a kindergarten child and write a report on the observation.

2. The student will plan an activity for kindergarten children and execute this activity in a kindergarten situation.

3. The student will construct appropriate garments for infants and children through the Red Cross program.

4. The class will design and construct inexpensive educational toys for young children.

5. The student will select an appropriate pattern and construct an article of clothing for a small child.

Foods, Nutrition, and Health

Objectives:

1. After observing a multi-meal situation, the student will list and briefly describe jobs associated with meal service.

2. Following a tour of a hospital situation, the student will write a report on the importance of dietary planning for the overall well-being of patients.

3. The student will interview a school cafeteria manager, then list her duties and describe the educational background necessary.

4. The student will bring in food commercials and prepare an oral report on skills involved in its production.

Concept	Related Jobs	How To Introduce	Student Involvement	Home Experiences
II. Personal, Family & Community Relations	Doctor Nurse L.P. Nurse Occupational Therapist Social Worker Senior Citizen's Program Rehabilitation Service Housing Agencies Homemakers Service Y.W.C.A. Red Cross Teacher Marriage Counselor Agricultural Extension Worker 4-H Club Worker	Speakers--dental and medical assistants Speaker from hospital Speaker from nursing home Visit senior citizen center Speaker from family service agency Film - Horizons Unlimited Film - Have I Told You Lately That I Love You?	Interview person employed in related field. Red Cross Club Work at veteran's hospital Participate in program for senior citizens. Role-playing Booklet "Where a Family Faces Slums" #341 Public Affairs Pamphlets, 381 Park Avenue South New York 10016	Specific number of hours in volunteer organizations in above mentioned places.

Concept	Related Jobs	How To Introduce	Student Involvement	Home Experiences
III. Child Development	Nursery School Assistant Managing a Nursery school Head Start Program Social Worker Psychologist Therapist with Handicapped Instructor of Blind Kindergarten Teacher Designer of Children's Clothes Designer of children's toys	Discussion of age groups Community college speaker. Observation of nursery school or kindergarten Filmstrips - Toys and Activities for the Pre-school Child J.C. Penney Co.	Observe nursery school Participation in kindergarten program. Plan and supervise care of young children Make a study of one or more preschool children and write-up.	Participation in playground activities Care of one or more small children for specified time Make toys or clothing for small children Plan and prepare food for child's birthday party

Concept	Related Jobs	How To Introduce	Student Involvement	Home Experiences
IV. Foods, Nutrition, and Health	Foods Editor Armed Services Dietician Cafeteria Manager Chef Public Health Nutritionist Food Testing National Dairy Council Airline Food Supervisor Food Production - Convenience Foods School Lunch Director Food Demonstrator - Public Utility Co. Gov't. Agencies-Public Health Dept. T.V. and Radio Restaurant Manager Waitress Catering Candy maker Baker Butcher Cake Decoration Cafeteria Service	American Dietetic Assn. Speaker Dairy Council Speaker Cafeteria Tour Cafeteria Manager-Speaker Talk on nutritional aspect of school lunch program Film Blue Water Fish Film Where do you go from here? Tour hospitality training school	Make refreshments on mass scale for open house, fashion show, faculty tea. Prepare food for cafeteria Attend demonstration of food preparation Field trip Tour bakery	Prepare 10 recipes Prepare six meals Plan and give a party or a shower Do catering for church or other organization Pack lunches for one week for family

Clothing, Textiles and Related Arts

Objectives:

1. The student will cut a garment from a commercial pattern and construct the garment.
2. A panel will discuss possible careers in fashion merchandising and editing after interviewing a fashion buyer or coordinator.
3. The students will plan and execute a style show with emphasis on careers in fashion and related jobs.

Housing, Home Furnishing, and Equipment

Objectives:

1. The student will attend a demonstration by a home economist from a utility company and report on other companies that might employ a person with these same skills.
2. After touring a department store, the student will list careers related to home appliances and home furnishings.
3. Following a class in flower arranging, the student will prepare a floral display for a school function or home.

Concept	Related Jobs	How To Introduce	Student Involvement	Home Experiences
V. Clothing, Textiles, and Related Arts	Dressmaking Pattern making Sales: Ready-to-wear Draperies Fabric Garment Industry Textile designer Gov't. Textile Tester Fashion Coordinator Buyer Fashion Editor Demonstrator Clothing Consultant TV Tailor Upholsterer Clothing Alterations Wardrobe Mistress	Filmstrip Careers Ahead (Free-New Opportunities & Choices, Andrew Jergens Audio Visual School Service Box 873 NY, NY 10023 Teen Board Speaker Buyer from Dept. Store Ship and Shore film Tail of a Shirt (Upland Chester, Penna, 19015) Singer or Elna Sewing Machines, "Steps and Stitches to Fashion Careers" J.C. Penney films Career in Fashion Distribution and It's an Exciting Career Field trip-clothing manufacturers Field trip - fabric shop	Interview person employed in any suggested career Attend sales orientation or training program in dept store. Observe upholsterer at work Fashion column for school paper	Succ[illegible] com-plet[illegible] school cours[illegible] a dept. store Make a garment for self or member of family Plan, help, or make costumes for school play Help with make-up for school play

Concept	Related Jobs	How To Introduce	Student Involvement	Home Experiences
VI. Housing, Home Furnishings and Equipment	Equipment tester Demonstration of equipment Sales Draperies Slip covers Decorator Store consultant Home decorations Real Estate Flower Arranging Florist Horticulturist Architect	Utility co. demonstrator Home decorator from dept. store-talk and demonstration. Mother or professional florist give demonstration Tour furniture store	Interview decorator, upholsterer of furniture, sales person Make a model of a room with samples and costs.	Refinish a piece of furniture Redecorate room Make floral arrangements Make decorations for holidays Use 10 pieces of equipment found in home and do a write-up Gardening

Careers In Journalism

Ninth-Grade Journalism

The major Career Exploration project in the field of journalism is the production and publication of the school newspaper. This activity affords students firsthand experience in almost every occupation in field of journalism.

I. Objectives

1. Given a list of journalism careers, the students will research a career and write a report.
2. Students will role-play activities that simulate career situations in journalism.
3. Students will demonstrate their writing and organizational ability by publishing the school newspaper.

II. Methods

1. Planning, writing, designing, printing, and distributing the school newspaper.
2. Interviewing, polling opinion, photographing, and illustrating as methods relating to number one.
3. Library research.
4. Written and oral reports on careers in journalism.
5. Role-playing activities that simulate career situations in the field of journalism.
6. Speakers from local newspapers on careers in the newspaper field.
7. Field trips to local newspaper offices.

III. Suggested Activities: School Newspaper

All activities listed below are suggested for one student of a small team. This breaks the groups down into specialized departments, which are to be alternated with each new issue of the paper or in conjunction with the students' areas of interest.

1. Students will convert the journalism classroom into a "city room" with its various departments of specialization.
2. Students will set up a "morgue" to store news stories not used in previous issues of the paper but potentially usable in future issues as filler material.
3. Students will select an "editor-in-chief" whose responsibility is to supervise and direct the production and distribution of the newspaper.
4. Students will conduct interviews with teachers, administrators, or students who have done something newsworthy. Prior to each interview, the "reporter" will draw up his interview questions.
5. Students will draw up an opinion poll using topics of school, local or national interest and distribute them throughout the school. Results will be tabulated and printed in the paper like a Harris Poll.

6. Students in the sports department will attend various school sports events and write articles making the results and highlights of these events known to the student body.

7. Other sports writers will interview coaches participants, and spectators and record their reactions to sports-related topics.

8. An editorial department will determine which topics are of most interest to readers and write editorials, expressing opinions on given topics. Different students will handle different editorial areas (local, national, sports, editorials.)

9. Students will draw topical cartoons and write fitting captions, on either school or general subjects.

10. A press photographer will take pictures to supplement stories. This student or students will be on call to take pictures at school functions and other related activities.

11. A student or small group of students, preferably girls, will write an advice column (i.e. Dear Abby) for each issue of the paper. Questions can be solicited from the student body by means of a question box. ("Dear Andy" by a boy, or group of boys, might also be included in each issue. Students could then write to either column for boys' or girls' points of view.)

12. Students will write an on-going story to be printed in each issue of the newspaper. The climax will be published in the final issue.

13. A staff of field time "reporters" will solicit our school news both during journalism class and throughout the school day, give their potential stories to the "editor-in-chief," who will then assign the stories to particular reporters for coverage and writing.

14. A team of students, who have a sound knowledge of grammar and spelling, will act as proofreaders and correct all articles submitted. Use copywriter's style booklet.

15. Students will seek out human interest stories among fellow students. Following an interview with the student, an article will be written for publication.

16. A small printing press will be rented for printing the school paper. This will afford students the opportunity to experience still another facet of journalistic careers - the mechanical aspects of the newspaper world. (The mechanics of the printing might be done in conjunction with the graphic arts course.)

17. A student will work solely on creating headlines of an interesting, succinct nature, for articles submitted, following the guidelines for newspaper headlines found in text, Press Time.

18. A student or group of students will write a symposium, having inquiring reporters get opinions from a large number of students.

19. Colorful news features will be planned for each issue of the paper.

20. A group of "floating cub reporters" will be on call to cover sudden or unassigned news stories that require immediate coverage.

21. A group of female students will write a woman's page which will concentrate on news directed at the female reader (i.e., fashions, cheerleading).

IV. Suggested Activities

1. The class, as a whole, will visit local newspapers to view all phases of newspaper production. Special attention will be given to the article writing departments.

2. Individual students, or small groups, will visit various departments of newspapers for more extensive periods of time to observe newspaper occupations on a closer basis.

3. Students will visit the printing presses of either a major paper or a local print shop to observe mechanical production and careers such as printer and typesetter.

4. Students will research and write a one page report on a career in journalism, particularly a writing career.

5. Students will assume the role of a newspaper proofreader. Using the first five pages of a daily paper, students will proofread all articles therein for mistakes. A discussion will follow on the need for such people and their apparent disappearance from the journalistic scene. Use the style sheet for symbols.

6. Students will record an interview with a news source in the community. The class will then analyze the interviewer's approach, technique, and results. The "reporting" assignment could be to interview someone on his chosen profession, the education he needed for it, and why he went into this training.

7. Students will role-play a situation as "cub reporters." Class members will simulate a "news situation," such as a robbery or an accident. A number of "cub reporters" from the class will write an "eyewitness" news story, being especially aware of the "who, what, when, where, why, and how," used in building a lead.

8. Students will scan newspapers for phrases of sentences containing references to classical or modern literature. They will rewrite leads from the daily newspaper to include references of the type suggested above.

9. Students will attend a Student Council or club meeting and prepare a news story about the proceedings of this "real" meeting. This affords them the opportunity to find a key thought in a mass of different topics.

10. Using a phonograph record of a famous speech in American history, students will prepare an article based on the talk.

11. Students will be addressed by guest speakers from a major newspaper on careers in journalism.

Student Evaluation

Journalism Career Exploration

1. Were you exposed to opportunities in the journalistic field?
   _____ Yes _____ No

2. Do you know more about jobs related to journalism than you did at the beginning of the semester?
   _____ Yes _____ No

3. Did your work on the school newspaper show you what careers in journalism are really like?
   _____ Yes _____ No

4. What newspaper jobs did you enjoy the most? _____
   _____

5. Was the newspaper production and staff well organized?
   _____ Yes _____ No

6. How could the newspaper production have been more like the real training?
   _____

7. Was the opportunity to print the paper in journalism class worth-while? Why?
   _____

8. What one career-related activity was the most interesting and valuable in learning about careers? _____
   _____

9. Comment on the value of the field trips taken. Did they teach you about careers?
   _____

10. Were the guest speakers informative as far as teaching you about jobs? Explain.
    _____

11. Did you consider the duties of the editor-in-chief, the deadlines, and other production activities to be professional enough to be a valid representation of actual journalistic careers? If no, explain.
    _____ Yes _____ No

12. Were careers explored: (circle one)
    a. too extensively
    b. extensively enough
    c. not extensively enough

13. Do you think learning about a career by actually doing it (as you did in making the school paper) is a good means of studying an occupation?
    _____ Yes _____ No

14. Did your study of careers in journalism:
    a. Assure you that you might be interested in a career in the field.
    b. Help you come to realize journalism wasn't the field for you.
    c. Have no bearing on your attitude toward the field.

Suggestions or additional comments:
_____
_____
_____

PARMA

THE FOREIGN LANGUAGE CAREER EXPLORATION GUIDE FOR 1972-73

The goal of the following units for students in the first and second years of French, German, Latin, Russian, and Spanish is to acquaint the student with the many applications of foreign languages in varied careers and to make him more proficient in the correct oral and written usage of the foreign language which he is studying.

A large portion of today's education involves developing communication skills in foreign languages, for steadily increasing needs in international contact. Units for Career Exploration in French, German, Russian, and Spanish I and II are outlined on the following pages. Units for Level I are rather general as the student has a limited vocabulary for activities conducted in the foreign language. Units for Level II are divided into five categories:

Mass Media
Business and Industry
Science and Research
Tourism and Transportation
U.S. Government and Foreign Service

The majority of these units are compiled of activities to be conducted in the foreign language.

The Latin language has contributed so greatly to the foundations of the English language in vocabulary, literature, governmental structure, and numerous related fields that Latin offers a unique opportunity for comparison studies in various vocations. The units for Latin are concerned with the usage of Latin in these vocations.

New approaches to career exploration within the disciplines will evolve as teachers and students become increasingly integrated with the tenth grade exploration curriculum.

Foreign Languages
Career Exploration Program
For First-Year Courses

French, German, Russian, and Spanish

Unit I

Introduction:

There are numerous positions available to bilingual personnel both in this country and abroad. Activities will be introduced which will acquaint the student with these positions.

Objective:

Each student will read the want ads of the Business and Finance section of the Sunday edition of the New York Times at least once during the school year, will cut out the want ads of positions requiring the knowledge of a foreign language, and will share them with the class.

Procedure:

The Mass Media Center will furnish the section of the New York Times which contains the needed information. A schedule will have to be worked out among first-year foreign language teachers.

Measurement:

There is no need of measurement.

Additional Suggestions:

1. The teacher may want to post the ads of the available positions on the bulletin board.
2. The teacher may want to share the information with other years of the foreign language.

Unit II

Introduction:

Representatives of industry and government often travel and work in foreign countries and need to know basic vocabulary and structures to get along well. The assimilation of the following vocabulary and structures will aid those individuals traveling in a foreign country.

Objectives:

1. The student will show that he can make introductions by introducing people.
2. The student will use the proper greetings for the times of the day.
3. The student will use common courtesy formulas.
4. The student will order a meal from a menu as if he were in a restaurant.
5. The student will follow, and give, street directions.

6. The student will show that he understands the currency by converting American money.

7. The student will make an appointment using, day, date, and time expressions.

8. The student will execute an emergency telephone call to a doctor or a hospital.

9. The student will show that he can negotiate a small purchase by using the appropriate terminology.

Procedure:

Using the textbook, the teacher will present the relevant material orally. The student will repeat, memorize, and vary the structures. For reinforcement, the teacher will present orally and visually (flashcards, transparencies, or filmstrips) varied situations to be simulated by the student.

Measurement:

The teacher will measure the extent of achieved skill by oral testing.

Additional Suggestions:

1. Invite a student who has gone on the Cultural Trip to Europe to speak to the class on the importance of knowing basic vocabulary while traveling.

2. Take a field trip to a restaurant where the student will have the opportunity to use the foreign language.

Unit III

Introduction:

The student will be told of the various levels in teaching foreign languages and in teaching English as a second language. To experience a teaching-learning situation, the student will be given the opportunity to lead a class.

Objectives:

1. During a nine-week grading period, each student will successfully conduct a five-minute exercise requiring responses from the class.

2. Each interested student will prepare an exercise to lead a K-8 class in a foreign language exercise.

Procedure:

The teacher will assign a given exercise to the student-leader. The leader will prepare the exercise out of class. After the teacher's approval of the preparation, the student will proceed to conduct the exercise.

Suggested exercises for the student-leader with his own class:

1. personalized questions
2. text conversation questions
3. grammar exercises
4. vocabulary exercises
5. conducting a game
6. teaching a song
7. flashcard exercises

Suggested exercises for the student-leader in a K-8 class:

1. teaching greetings
2. teaching how to tell time
3. teaching about some of the customs of foreign countries
4. teaching a song
5. teaching colors and classroom objects

Measurement:

The teacher will decide the measurement to be used.

Unit IV

Introduction:

In order to direct student attention to careers, a unit will be taught on vocabulary concerned with various occupations.

Objectives:

1. The student will be able to identify in the foreign language at least fifteen occupations.
2. The student will construct sentences using action verbs with the appropriate occupations.

Procedure:

The teacher can introduce the occupations by using flashcards, projectuals, or pictures. The students will repeat and memorize. After having presented the occupations, the teacher will introduce the action verbs which go along with the occupations. The same flashcards, projectuals, or pictures may be used.

Measurement:

The teacher will quiz the student on the occupations and action verbs.

Foreign Languages
Career Exploration Program
For Second-Year Courses

French, German, Russian, and Spanish II

Unit I Mass Media

Part I

Introduction:

In order to acquaint the student with the advertising field, he will be given the opportunity to practice writing advertisements and commercials for various mass media.

Objectives:

1. The student will translate five slogans from a foreign language magazine.
2. The student will choose five slogans from an English magazine and express them in the foreign language.
3. The student will choose a product and write a short commercial as if it were to be used by a radio station.
4. The student will illustrate a slogan or a jingle which he has written in the foreign language.

Procedure:

The teacher will make available foreign language magazines and English magazines for the student's reference. The teacher will decide how much time to spend on each activity. The written commercials and slogans should be shared with the class.

Measurement:

The finished products will be measured by the student's correct usage of the language.

Additional Suggestions:

Field trips or speaker engagements might be arranged with translating and interpreting agencies which work in advertising.

Part II

Introduction:

Newsworthy items must be quickly and correctly transmitted to all news agencies. Therefore it is important to expose the student to experiments in newspaper writing, news transmission, and interpretation.

Objectives:

1. The student will read a newspaper article in English and summarize it in the foreign language.

2. The student will conduct an interview with another member of his class and then write the interview into an article.

3. The students will work together to write their own newspaper in the foreign language. The newspaper will be mimeographed and distributed to the members of the class and to the other classes of the same language.

Procedure:

1. The teacher may either distribute the articles or the student may be allowed to choose his own.

2. The teacher will give the student a suggested outline for interviewing.

3. The teacher will act as editor of the student newspaper.

Measurement:

The teacher will decide how to measure the success of the projects.

Additional Suggestions:

1. If ethnic newspapers and printing shops are located in the school area, classes may want to arrange visits.

2. All foreign language classes may want to order a newspaper printed in their language in the United States. The following are representative foreign language newspapers published in the United States:

German: California Frie Press, San Francisco, California
Staats-Zeitung und Herold - New York, N.Y.

French: L'Action - Manchester, New Hampshire

Russian: Novoye Russkoye Slovo - New York, N.Y.

Spanish: El Diario - La Prensa - New York, N.Y.
La Gaceta - Tampa, Florida

Unit II Business and Industry

With the ever increasing international trade, the development of foreign language skills becomes imperative. The various phases of business and industry involving foreign languages will be explored by the student.

Part I

Introduction:

To acquaint the student with business in the local area needing employees with a working skill of a foreign language, the student will practice letter-writing.

Objectives:

1. The student will write a business letter in English to a company which employs bilingual personnel. In the letter the student will ask for information on the available bilingual positions. The student will share the obtained infromation with the other members of the class.

2. The student will memorize the formulas for writing a business letter in the foreign language. He will then use the formulas in writing a letter in the foreign language to a fictitious company.

Procedure:

1. The teacher will supply a list of local companies which employ bilingual personnel. The student will choose a company and will write the letter indicated in objective #1. The teacher will check the letter before the student sends it. When the student obtains information, he will share it with the class.

2. The teacher will present the letter-writing formulas to be memorized. After mastering the formulas, the student will construct the business letter. The following are some suggested topics for the letter.

    a. asking for information about a product
    b. asking for information on a position within the company
    c. introducing a person
    d. ordering a shipment
    e. confirming the receipt of material

Measurement:

The teacher should quiz the student on the correct letter-writing terminology and should evaluate the letters on their correctness.

Additional Suggestions:

1. Field trips could be taken to companies employing bilingual personnel.
2. Students could obtain pen-pals in countries speaking the foreign language which they are studying. They could discuss job opportunities and matters pertaining to that country.

Unit II

Part II

Introduction:

There are many available positions for bilingual secretaries. To experiment, secretarial activities are simulated in the classroom for the student.

Objectives:

1. The student will transcribe a business letter from a teacher-made tape.
2. The student will translate a business letter from the foreign language into English.
3. The student will translate a business letter from English into the foreign language.

Procedure:

1. The teacher will write various business letters in the foreign language and record them on cassettes. As there are many students in the class, the teacher will have to work out a schedule for individual transcription.
2. The teacher will give the student prepared form letters to be translated into English.
3. The teacher will give the student prepared form letters to be trahslated into the foreign language.

Measurement:

The projects will be evaluated on their correctness.

Unit III Science and Research

Introduction:

As many scientific articles and experiments are written in a foreign language, the student will explore the value of a working knowledge in a foreign language in science and scientific research by participating in "hands-on" activities.

Objective:

By following the instructions written in a foreign language, the student will successfully perform a basic scientific experiment.

Procedure:

A science experiment will be translated into French, German, Russian, and Spanish. (More experiments can be performed by translating Mr. Wizard's Science Secrets by Don Herbert.) The teacher will give each student a copy of the experiment to be read and translated at home. The next day the experiment will be performed in class. The students could be divided into several groups and one person in each group would be assigned to bring the necessary materials and another would perform the experiment.

Measurement:

This project should be evaluated as a homework assignment.

Unit IV Tourism and Transportation

Tourism is a fast developing aspect of commercial services. International travel necessitates a working knowledge of a foreign language. Travel agencies, international airlines, and tour services both in this country and abroad employ bilingual or multilingual personnel.

Part I

Introduction:

In order to find out the functions of travel agencies, the student will experiment with various activities concerned with trip planning.

Objectives:

1. The student will prepare a one-week itinerary for a trip to a country which speaks the language he is studying.

2. The student will act as tour guide and take his class on an imaginary trip using his own itinerary.

Procedure:

1. In preparation the student will visit a travel agency to obtain information pertinent to trip planning. He will then decide what country, cities, and points of interest he will include in his itinerary. He may use fictitious names for the hotels but he should be required to include factual information about transportation from one place to another, time schedules, and cost. The itinerary must be written in the foreign language. The teacher should allow at least a month for the student's preparation.

2. The teacher will allot class time for each student to conduct orally the tour he has prepared. The student may use maps, pictures, or film strips if he so chooses.

Measurement:

The projects should be measured on correctness, completeness, and ingenuity.

Part II

Introduction:

Positions for bilingual personnel are available in transportation on an international level. Situations involving bilingual transportation personnel will be simulated in the classroom.

Objectives:

1. The student will use correct terminology and successfully communicate while playing the role of a stewardess, a steward, or a purser during a simulated international flight.

Procedure:

The teacher will present orally or visually the basic vocabulary used by the airline personnel in communication with the passengers on a routine international flight. After the students master the vocabulary, the teacher will set up the classroom as if it were an airplane and the students will take turns in the role-playing.

Measurement:

Spontaneous, fluent responses should be the basis for evaluation. A vocabulary quiz should be given.

Additional Suggestions:

1. A field trip could be planned to an airport to talk to international personnel.

2. An international stewardess, steward, or purser could be invited to talk to the foreign language classes.

3. Many foreign airlines have offices in the larger cities. A visit to one or several of them could acquaint the student with the workings of an international ticket office.

Part III

Introduction:

Another phase of tourism involves the hotel and restaurant business. Any student interested in working in this branch of business will find the knowledge of a foreign language very valuable.

Objectives:

1. Playing the role of a hotel clerk, the student will write a reply to a room reservation request.

2. The classroom will be set up as a hotel lobby and the student, playing the role of the hotel clerk, will answer questions from other students, who are pretending to be guests. He will also direct lobby traffic.

Procedure:

1. The teacher will review old vocabulary and present new vocabulary relevant to this unit. The students will master the necessary vocabulary. Then the student will answer a reservation letter given to him by his teacher.
2. Additional vocabulary may be needed here. After presentation by the teacher, the students will use their imagination and their active vocabulary to portray the hotel lobby scene.

Measurement:

The letter can be evaluated on accuracy and the hotel scene on student involvement and fluency.

Additional Suggestions:

1. A field trip to a large hotel to interview the working bilingual personnel might be arranged.

Unit V U.S. Government and Foreign Service

According to Angelo Cohn in his book, Careers with Foreign Languages, government is second to education in the employment of personnel who have majored in foreign languages. If a student is interested in working for the government, he should master at least one foreign language.

Introduction:

The surprising variety in U.S. government agencies needing bilingual employees will stimulate the student to look into several areas of occupations.

Objective:

1. The student will gather information on available positions and qualifications required for work with government agencies and departments. He will choose a department or agency, do research, and share the gathered information with the class in an oral report.

Procedure:

The teacher will supply a list of government agencies and departments from which the student will choose one which interests him. On his own, he is to obtain information pertaining to possible positions requiring a foreign language and the qualifications for these positions. As the student obtains the information, he will share the information with the class, by an oral report.

Measurement:

Evaluation should be determined by the teacher.

Additional Suggestions:

As the information comes in, a chart could be made showing the different agencies and departments and listing the pertinent information such as:

1. number of bilingual personnel employed
2. qualifications and categories for bilingual employees
3. locations of offices of the given agencies and departments
4. pay scale

Suggested books for information and addresses:

Handbook of Foreign Language Occupations, June L. Sherif
How to Get a Job Overseas, Curtis Casewit
Careers with Foreign Languages, Angelo Cobb
United States Government Organization Manual, Office of the Federal Register
Careers and Opportunities in International Service, Herbert and Mary Stewart Krosney

Additional Activities Concerned With Careers

1. The Russian classes can attend Slavic Day, held in Columbus, Ohio during the spring. Career information is given to those attending.

2. The Typing I classes will accept the business letters written in the foreign language and will correctly type them for the foreign language students.

3. Students might want to visit book stores handling foreign books and talk to those involved with the ordering of such books.

4. Filmstrips or slides might be shown on the Red Cross and CARE. The following are free.

   "Red Cross Activities in Europe" (1966) 23 slides, should be available from the local chapter of the American Red Cross. If not, contact county or state chapter.

   "Medico", a service of CARE #78 slides
   Care Incorporated
   National Field Director
   600 First Avenue
   New York, N.Y. 10016

   "Care Aids Education" 95 slides
   Available from the above address

5. Spontaneous oral interpretation by the students of material presented to them by the teacher to simulate the work of an interpreter could be done in the classroom.

6. For French students interested in social work or in missionary work in Africa, an exploratory unit could be done on Africa. Correspondence with African French-speaking students can be set up by writing.

   Boite Postale 74
   Odienne
   Rep. de la Cote d'Ivoire
   L'Afrique Occidentale

7. The following films might be shown. (They can be ordered from the 1970 Catalog of Educational Motion Pictures, Audio-Visual Center, Indiana University, Bloomington, Indiana.

   French, Unit on Tourism or Restaurants: Fish Dinner in Half an Hour, 30 min. B & W HS 802 Cost $7.25;

   Dinner Party - Main Course, 30 min. B & W HS-799 Cost $7.25

German, Unit on Foreign Service or Industry: People of the Industrial West. 17 min. color, GSC-748, Cost $7.50

Russian, Scientific Russian: Science, Technology and Art in the USSR, color 14 min., Cost $6.50 USC-173

Spanish, Unit on Business and Industry. De Compras, 11 min., USC-180 Cost $4.75

Industry and Commerce, 11 min. B & W IS-213, Cost $3.15

Free Tapes Available From The Department of State

Manning the Foreign Service Vol. 3, No. 4, 5 minutes
Promotion in the Foreign Service Vol. 4, No. 8, 5 minutes
Learning Culture Vol. 3, No. 2, 5 minutes
Bi-National Centers Vol. 4, No. 7, 5 minutes

Educational Aid to Latin America Vol. 3, No. 2, 5 minutes

NATO in the 70's Vol. 4, No. 9, 5 minutes

The New German Government Vol. 3, No. 8, 5 minutes

Spain Vol. 3, No. 3, 5 minutes

Order from:

Dr. John Mitchell, Director
Audio-Visual Services
Kent State University
Kent, Ohio 44240

Additional information on careers with a foreign language may be obtained through:

1. Simon and Schuster, Inc., Regents Publishing Co., Division
   1, West 39th Street
   New York, N.Y. 10018

   Title: Career Information Monographs. Price: $1 each title. These monographs provide complete description of the careers about which they are written.

   In the Diplomatic Service
   In the Export, Import and Foreign Operations
   In Public Relations
   In Translating and Interpreting
   In Medicine
   In Hotel Administration
   In Teaching

   Title: Selective Guide to Overseas Employment, Juvenal L. Angel 224 pages. First Edition, Cloth $12.50

2. MLA/ACTFL Material Center, Modern Language Association,
   62 Fifth Avenue
   New York, N.Y. 10010

Title: Vocational Opportunities for Foreign Language Students by Gilbert Kettelkamp, 1967, 26 pages, $1.25. Discussion of the uses of foreign language competence in four major areas of employment: business and industry, federal government, teaching, and vocations and professions.

Job Opportunities

June 26, 1972 - Pamphlets may be requested from the following agencies:

United States Civil Service Commission, Washington D.C. 20415

Foreign Trade Zone Board, Commerce Building, Washington D.C. 20230

The United States Advisory Commission on Information, 1750 Pennsylvania Avenue N.W., Washington D.C. 20547

The United States Advisory Commission on International Education and Cultural Affairs, Department of State, Washington D.C. 20520

The Pan-American Sanitary Bureau, Twenty-third and Virginia Avenue N.W., Washington D.C. 20037

The American Red Cross, Seventh and D. Street N.W., Washington D.C. 20006

The Office of Information, Department of the Interior, Washington D.C. 20240

The Foreign Market Information Division, Foreign Agricultural Service, Department of Agriculture, Washington D.C. 20250

The Division of Information, Office of Management Service, Department of Agriculture, Washington D.C. 20250

Latin Career Exploration

Unit I General Study of Vocabulary Relating to Occupations

Introduction:

The English language uses many terms derived from Latin. In order to make the student more aware of this, activities will be planned introducing these terms. The vocabulary used in law, medicine, science, research, business, communication arts, religion and philosophy will be investigated.

Part I Law

Objectives:

1. The student will research Latin legal terms and will discuss their meanings in the classroom.

2. The student will use these terms in a simulated courtroom situation.

Procedure:

1. The teacher will give the students a list of terms to be researched. The students will then discuss their finds.

2. The teacher will present several courtroom cases in which the student will use the appropriate terms.

Measurements:

A written quiz should be given on the mastery of the legal terms. The courtroom situation would be evaluated on the correctness of term usage.

Source Books:

Black's Law Dictionary
Legal Secretaryship, N. Blackburn
Manual for the Legal Secretarial Profession, p. 403-454
Law for the Legal Secretary
Handbook for Legal Secretary, Leslie and Coffin
The Secretarial Specialist, A. Pascale

Part II Medicine

Objectives:

1. The student will choose two branches of medicine from the following list:

    a. Physician and Nurse
    b. Dentistry
    c. Optometry
    d. Psychology and Psychiatry
    e. Veterinarian

    He will research the relevant terminology derived from Latin.

2. The student will teach five terms from his findings to the class.

Procedure:

1. The teacher will give the students a partial list of terms to be researched and the student will add to the list. The students will work in groups in the classroom.

2. The teacher will allot time for each student to teach the terms to the rest of the class.

Measurement:

An overall exam could be given on the newly learned vocabulary.

Source Books:

Dorland's Medical Dictionary
Medical Latin and Greek, M. Spilman
Abbreviations used in Medicine and Pharmacy
How to Pass Medical College Admissions Tests
Medical Shorthand Manual and Dictionary, E. Smither

Part III Science and Research

Objective:

1. The student will choose one scientific field from the following list:

   Biology
   Zoology
   Botany
   Bacteriology
   Astronomy
   Anatomy

   and will memorize ten terms derived from Latin

2. The student will read the comic strip "The Wizard of Id" and will make a list of the scientific terms derived from Latin which are used in the comic strip.

3. The student will create a scientific comic strip using the vocabulary he has learned in objective #1.

Procedure:

1. The student will research his own words to be learned. The teacher will approve the compiled list.

2. The student will bring in the comic strip "Wizard of Id" and a list of the Latin derived words. The teacher will allot time for the students to discuss their findings.

3. The teacher should give the student at least one week to prepare his comic strip. The better ones should be posted on the bulletin board.

Measurement:

A quiz will be given over the terms. Perhaps extra credit could be given for additional terms learned during the activities. The comic strip should be evaluated on ingenuity and correct usage of the terms.

Source Books:

Greek and Latin in Scientific Terminology, O. Nybakken

Part IV Business

Objectives:

1. The student will memorize at least ten terms derived from Latin which are used in business.
2. The student will write a business letter to a fictitious company in which he will use at least five terms derived from Latin.

Procedure:

1. The teacher will give the student a list of terms to be memorized.
2. The teacher will give the student a form letter to show him how to set up a business letter.

Measurement:

A quiz should be given over the terms learned and the letter will be evaluated on the correct usage of Latin terms.

Part V Communication Arts

Objectives:

1. The student will make a scrapbook of ads from magazines and newspapers which use Latin derived terms.
2. The student will select five university mottoes written in Latin and will correctly translate them into English.

Procedure:

1. The teacher will give the students at least a month to prepare the scrapbook of ads.
2. The student will research the university mottoes on his own and will turn in the written translations.

Measurement:

The scrapbook could be evaluated as an extra credit assignment. The mottoes could be evaluated on the accuracy of their translation.

Part VI Religion and Philosophy

Objective:

1. The student will memorize ten words used in religion or in philosophy which are derived from Latin.
2. The student will discuss the meanings of these words with the class.

Procedure:

The teacher will give the students the list of words to be memorized and the student will research their meanings and discuss their findings.

Measurement:

A quiz on the terms will be given.

Source Book:

Larousse Encyclopedia of Mythology

Unit II

Introduction:

The student will be told of the various levels in teaching Latin. To experience a teaching-learning situation, the student will be given the opportunity to lead the class.

Objective:

1. During a nine-week grading period, each student will conduct a five-minute exercise requiring response from the class.

Procedure:

The teacher will assign a given exercise to the student-leader. The leader will prepare the exercise out of class. After the teacher's approval of the preparation, the student will proceed to conduct the exercise.

Suggested exercises for the student-leader:

1. text questions
2. grammar exercises
3. vocabulary exercises
4. teaching a song

Measurement:

The teacher will decide the measurement to be used.

Unit III

Introduction:

In order to find out the functions of travel agencies, the student will experiment with various activities concerned with trip planning. Since Latin is the base of modern Italian, a fictitious trip to Italy could be planned by the students.

Objectives:

1. The student will prepare a one week itinerary for a trip to Italy.

2. The student will act as tour guide and take his class on an imaginary trip using his own itinerary.

Procedure:

1. In preparation the student will visit a travel agency to obtain information pertinent to trip-planning. He then will decide what cities and points of interest he will include in his itinerary. He may use fictitious names for the hotels but he should be required to include factual information about transportation from one place to another, time schedules, and cost. The teacher should allow at least one month for the student's preparation.

2. The teacher will allot classtime for each student to conduct orally the tour he has prepared. The student may use maps, pictures, or filmstrips if he so chooses.

Measurement:

The projects should be measured on correctness, completeness, and ingenuity.

Additional Suggestions for Career Related Topics in Latin

1. In conjunction with careers in English, units could be developed on the following:

   a. Classical allusions in literature
   b. Comparison of ancient writing with modern prose and poetry
   c. Vocabulary enrichment

2. Latin is a great aid to a linguist. A unit could be done on the comparison of similarities and differences in languages.

3. Units could be done on these related fields:

   a. Music and art

      Vocabulary in music
      Mythological basis of musical works
      Classical topics in art

   b. Architecture and Engineering

      Roads, bridges, aqueducts
      Arch and dome

   c. Astrology

      Signs of the zodiac

   d. Government

      Organization and administration of Republic as basis for modern political systems

   e. Archeology

      Pompeii, Herculaneum

   f. Military Science

      Military strategy
      Organization of army
      Catapults and weapons

RELATED FIELD TRIPS

Museums of Art
Museums of Natural History
Health Museums
Planetariums

Career exploration should not end with tenth grade. As the program expands into the eleventh and twelfth grades, many other worthwhile activities will evolve. We would like to submit the following suggestions for the third and fourth years of foreign languages:

1. Mini-courses in Scientific German and Russian.
2. Mini-courses preparing girls to be bilingual secretaries.

   a. Shorthand in the foreign language
   b. Practice typing on a foreign language typewriter
   c. Technical and commercial vocabulary

Foreign Language Materials To Be Used in the Classroom

French:

Carte des Pays de Langue Francaise, #EC9, Map, Planisphere
Reading French in the Arts and Sciences, Stack
Comment ecrire vos lettres, Hanlet
Le Francais Commercial, Manual - Manager and Charan
Text - Bruesiere and Charan
Le Francais scientifique et technique, Tome I. #HT 15

Spanish:

Enciclopedia de las aficiones
20. Entretenimientos radioelectricos, Ortiz y Estevez
21. Electronica recreativa, Reuben
22. Experimentos con luz y sonido, Catherall
23. Biologia recreativa, Hanauer
Spanish-English Commercial Correspondence, Steel de Meza
Commercial Correspondence Dictionary, Vasquez
Mecanografioal dia, Andujar y Iglesias

Patina, simulation game in Latin America

Introduction to Careers in Art

I. Objectives

1. To give the student an awareness of the many art and art related career opportunities available to them.

2. To give the student an awareness of the education and training necessary for a specific career in art.

3. To give the student the opportunity to investigate several areas in the art profession.

II. Suggested Activities

1. To help the student realsize the need for career exploration, have students list their complete knowledge of art and art-related occupations.

2. Have student send for additional career information to various commercial art outlets.

3. Have student investigate several art fields that will be studied in the career exploration program, through the means of a written report. Reports to be presented orally to the class at the most opportune time.

4. Have students design and maintain an art career bulletin board, with current art opportunities.

5. Have student investigate through a personal interview, someone involved in an art profession.

III. Presentation

1. Lecture on career exploration program by art teacher.

2. Film Careers in Art covering areas of art in education, advertising, industrial design and interior decorating.

3. Guest Lecturer:

   a. Educator, College, Art School Professor
   b. Fine Artist, Painter, Sculptor
   c. Commercial Artist, Art Director

4. Books, catalogues, pamphlets, and brochures on art careers.

FIELDS OF STUDY

I. Advertising and Reproduction Techniques

Objectives

1. The student will adapt a printing method to a specific commerical illustration.
2. The student will create an original design and execute it in a specific printmaking method.
3. The student will become aware that printmaking can be used operatively for commercial purpose.

Suggested Activities

1. Design an illustration for a story or poem.
2. Design a poster for a school activity.
3. Design a Christmas card.
4. Design a decal for a school club or athletic team.
5. Design a fine art composition suitable for commercial reproduction.

Presentation

1. Teacher demonstration and lecture on the following printmaking processes:
   a. Block printing
      (1) Woodcut
      (2) Linoleum
   b. Lithography
   c. Stencil
   d. Etching, engraving
   e. Silk screen
   f. Monoprint
2. Show examples of original prints.
3. View available films on printing processes.
4. Field trip to a Museum of Art, print section.
5. Field trip to an Institute of Art, printmaking department.

Preparation

1. Knowledge and understanding of printmaking processes.

2. Understanding of design principles (line, shape, value, and texture) as applied to printmaking.

3. Understanding of the technical skill involved in printmaking.

Materials

1. Special printmaking equipment needed.

   a. Linoleum cutting tools
   b. Wood carving knives
   c. Exacto knives
   d. Stencil knives
   e. Several size of brayers
   f. Silk screen frames, silk and film
   g. Printing inks

      (1) Block-printing inks
      (2) Silk screen inks

2. The art equipment and media normally found in Art Department.

References

1. Examples of student and professional prints.

2. Film on printmaking processes.

3. See magazine, film, and bibliography listing.

II. Architectural Design

Objectives

1. After the student has been instructed in perspective and design principles applicable to architecture, he will be able to design an original home or alternative architectural design.
2. The student will be able to discriminate between good and poor architectural design after being given examples of each for study.
3. The student will be able to transfer a working drawing of the floor plan into a three-dimensional drawing of the complete structure.

Suggested Activities

1. Design a contemporary home.
2. Design a church or public building.
3. Re-design a store front or residential structure, using a photograph of a structure in need of renovation. (Being aware of good and poor elements inherent in the building itself.)

Presentation

1. Display photographs of contemporary and classic buildings.
2. Show slides or films of architectural styles.
3. Visit an architectural firm.
4. Have architect speak to class with slides or film.
5. Show floor plans and describe relationship to designs of structure.

Preparation

1. Perspective 1 and 2 point.
2. Demonstration by teacher.
3. Graphics.
   a. Pen and ink
   b. Pencil
   c. Colored pencil
   d. Felt pen techniques
   e. Mixed media

Materials

1. The art equipment and media normally found in Art Department.

References

1. Guest speaker on architecture.
2. Field trip to architectural office.
3. Field trip to a construction site (residential or commerical).
4. See magazine, film, and bibliography listing.

III. Commercial Design

Objectives

1. After the student has been instructed in the elements of design and has a working knowledge of the principles, he will be able to create an original design (two-dimensions) and transpose it to various materials with a variety of media.

2. The student will be able to coordinate appropriate color and design to be used in a specific residential or commercial building.

3. Given an historical background in design, the student will relate his design to earlier cultural design principles.

4. By pointing out design elements inherent in natural forms, the student will apply these elements to his specific design.

Suggested Activities

1. Design for flat surface.

   a. Wallpaper
   b. Drapery fabric
   c. Clothing fabric
   d. Rug design

2. Design for wall hanging - macrame, batik.

3. Design for a placement of a utilitarian object.

Presentation

1. Show examples of wallpaper design, fabric design, rug samples.

2. Film on textile design, wallpaper design, wall hangings.

3. Visit to a wallpaper design studio.

4. Visit interior decorator or boutique shop.

5. Have fabric designer speak to class.

6. Use design books readily available.

Preparation

1. Demonstration and lecture by teacher illustrating how a design may be initiated

2. Design elements (color, shape, line, texture,) and principles of design discussed and implemented through projects.

3. Free brush techniques.

4. Knowledge of various painting techniques.

5. Demonstrate how to transfer design to specific project.

Materials

1. The art equipment and media normally found in art department.
2. Printing ink, block printing tools, linoleum blocks, woodblocks.
3. Silk screens, pro film, squeegee, tusche, water soluble printing ink, varnish, masking tape, stencils, knives, gum tape.
4. Batik dyes, wax, tjanting tools.

References

1. Examples of student work.
2. Photographs of professional fabric design.
3. See magazine, film, and bibliography listing.

IV. Theater Design

Objectives:

1. The student will become familiar with the historical development of the theater. He will understand the principles of stage design and terminology.

2. The student will understand the importance of perspective, constructive, and painting as they apply to set design.

3. The student will be made aware of the importance of lighting and its relationship to the mood of the set.

4. The student will become aware of the need for creative designs based on historical development of the theater.

Suggested Activities

1. A painted flat backdrop.

   a. Wooded scene
   b. Crowded street scene
   c. Western town
   d. Warehouse or industrial
   e. Interior set

      (1) Castle
      (2) Train depot

2. Design suggested stage motif (open set) for a band, orchestra, or choir concert.

   a. Christmas concert
   b. Winter concert
   c. Spring concert

3. Design a traditional two-dimensional interior set with a realistic approach.

4. Design an abstract set using various levels, steps, ramps, columns, and balcony.

   a. Shakespeare
   b. Our Town

5. Design a two-dimensional set suitable for a TV variety show.

6. Execute in three-dimension a scale model of a design described in C, D, or E.

Presentation

1. Lecture and demonstration of good basic set design and construction by the teacher.

2. Suggest and make available research material for a particular set design problem.

3. Review perspective, color, and painting techniques as they pertain to and are employed in stage design.

4. Plan to visit a stage production in progress (high school, B.W. College, community and professional theater) for the opportunity of a behind the scene observation.

5. Discussion of stage lighting and color and its relationship to mood and tempo of the play.

Preparation

1. Knowledge of perspective, design principles, color theory and painting techniques
2. Knowledge of simple stage construction and building techniques.

Materials

1. The art equipment and media normally found in Art Department.

Reference

1. Books and magazines pertaining to theater and stage design.
2. Stage diagrams at a museum of art.
3. Field trip to theater for opportunity to observe backstage theater in action.
4. See magazine, film and bibliography listing.

V. Sculptor

Objectives

1. After having been given a set of sculpture techniques in various media, the student will execute a three-dimensional sculpture to be used for a specific architecture setting.

2. The student will transfer what he has learned about sculpture to a finished art work.

3. The student will design his sculpture according to a specific need or environment.

Suggested Activities

1. Design a sculpture for a garden.

2. Design a bas-relief for an architectural structure.

3. Design a sculpture for a specific architectural setting.

   a. Zoo
   b. Theater
   c. Library
   d. School

4. Design a coin or plaque in bas-relief.

5. Design a mobile for an advertising of a commercial product.

Presentation

1. Lecture with slides on sculpture by classroom teacher, illustrated with slides.

2. Show sculpture three-dimensional bas-relief.

3. Field trip to sculptor's studio.

4. Field trip to museum.

5. Display photographs of three-dimensional and bas-relief sculpture.

6. Film showing the sculpture at work in his studio.

Preparation

1. Lecture and demonstration by teacher on "class as an art media."

2. Student will do initial sketches for a sculpture.

3. Discuss limitations of clay or other sculpture media.

4. Discuss the care and use of sculpture tools.

5. Discuss what a bas-relief is and demonstrate relief techniques.

6. Demonstrate patina techniques.

Materials

1. Clay.
2. Molding plaster.
3. Sculpture Metal.
4. Sculpture Tools.
5. Patina Materials.
   a. Acrylic paints
   b. Rub-n-buff
   c. Glazes

References

1. Art and architectural magazines.
2. Actual sculpture - student work.
3. Photographs.
4. See magazine, film and bibliography listing.

VI. Package Design

Objectives

1. The student will become aware of color, design, shape, and lettering as they are applied to packaging.
2. The student will understand the relationship between attractive packaging and the promotion of the product.
3. The student will be aware of color and its psychological effect on the consumer and his acceptance of the packaged product.

Suggested Activities

1. Re-design an existing design of a popular soap box.
2. Design a box for a department store, and coordinate it with a bag and wrapping paper.
3. Design a plastic container for a liquid product.

   a. Cleaning detergent
   b. Shampoo
   c. Polishing wax
   d. Face, suntan lotion
   e. Garden products
   f. Cooking oils or syrup

4. Construct one of the designs in A, B, or C three-dimensionally.

Presentation

1. Lecture and demonstration by guest industrial designer.
2. Film on packaging design.
3. Review principles of design, color theory, and lettering.
4. Discuss existing examples of good and poor package design.
5. Books, magazines, and advertising annuals on packaging.

Preparation

1. Knowledge of perspective, drawing, color theory, and lettering.
2. Knowledge of the principles of design.
3. Experience with simple box construction.
4. Knowledge of painting techniques.

Materials

1. The art equipment and media normally found in the Art Department.

Reference

1. Industrial design speaker.
2. Individual trips to local supermarkets and department stores for observation of packaged products.
3. See magazine, film, and bibliography listing.

VII. Commercial Illustration

Objectives

1. The student will design and render a commercial illustration.
2. The student will create original designs applicable to many different commercial uses.
3. The student will be provided with commercial procedures and techniques of illustrators.
4. The student will be provided with a knowledge of lettering and its application to commercial design.

Suggested Activities

1. To design a children's book - illustrating and writing the complete book.
2. To illustrate a double page of poetry including the poetry text.
3. To design a travel poster or airline luggage sticker.
4. To design the cover of a paperback book jacket.
5. To design a poster for the Cleveland Symphony Orchestra playing at Parma Senior High School.
6. To design a Christmas card.

Presentation

1. Examples of professional book and magazine illustration.
2. Demonstration and class discussion.
3. Field trip to a commercial art studio.
4. Films on commercial illustration.

Preparation

1. Knowledge and understanding of color theory
2. Composition and layout design
3. Knowledge of painting techniques.
4. Lettering.
5. Figure drawing.

Materials

1. The art equipment and media normally found in Art Department.
2. Drawing tools, T-square, triangle, ruling pen and compass.

Reference

1. Examples of original commercial illustration.
2. See magazine, film, and bibliography listing.

VIII. Figure Illustrator

Objectives

1. The student will render a commercial illustration.
2. The student will draw the human figure in correct proportion.
3. The student will draw a human figure in various action poses.
4. The student will compose a figure illustration involving one or more human figures.
5. The student will stylize the human figure for illustrative and design purposes.

Suggested Activities

1. Illustration of a sports activity.
2. Illustration of a school activity.
   a. Classroom
   b. Lunch line
   c. Hallway crowd
   d. Prom or school dance activity
   e. Shop activity
   f. Dramatics, stage activity
   g. Music, band or orchestra activity
3. Specific story illustration.
   a. Poem or novel
4. Crowd scene involving many figures.
   a. Christmas rush
   b. Athletic tournaments, golf, tennis, olympic games
   c. Circus, country fair, park, beach
5. Stylized figure design.
   a. Emblem
   b. Poster
   c. Book cover
   d. Brochure

Presentation

1. Show examples of original art work by illustrators.
2. Show film of commercial illustrator at work.
3. Teacher lecture and demonstration on career possibilities of figure illustration.
4. Show examples of various stylized figures.

Preparation

1. Lecture and demonstration by teacher.
   a. Figure proportion
   b. Action sketch
   c. Contra-posta theory
   d. Correct placement of figure in relationship to format
2. Student draw from live model.
   a. Action sketch
   b. Study sketch
3. Teacher lecture, demonstrate and show examples of figures stylization.

Materials

1. All available drawing and painting material and equipment found in Art Department.

References

1. Newspapers, magazines and books.
2. See magazine, film, and bibliography listing.

IX. Fashion Illustration

Objectives

1. To understand the importance of the visual communicator (illustrator) and his relationship to daily living in the community.
2. To understand the possibilities and limitations of various tools, media and techniques used for the solution of problems in visual communications.

Suggested Activities

1. Illustrate a full-page newspaper advertisement for:
   a. Women's sportswear
   b. Men's informal and/or business fashion
   c. Children's playwear
   d. Women's winter fashion - to include various styles of fur pieces
2. Illustrate a half-page - either vertical or horizontal - of women wearing accessories including hats, gloves, handbags, scarfs, belts.
3. Illustrate half-page advertisement of men's or women's fashion footwear.
4. Illustrate a department store brochure of women's inexpensive jewelry, including rings, bracelets, earrings, brooches, beads.
5. Illustrate a full-page advertisement for "June Bridal Fair."

Presentation

1. Show examples of good contemporary newspaper and magazines fashion illustrator.
2. Books, illustrating various black and white commercial techniques.
3. Teacher demonstration and lectures on various graphic black and white techniques.
4. Film on fashion illustration.
5. Show examples of various styles and types of lettering and layout.

Preparation

1. Knowledge and understanding of the various graphic techniques.
   a. Pen and ink - various pen types and styles
   b. Stick and ink
   c. Felt pen
   d. Wash drawing - ink and brush
   e. Scratch board
   f. Dry brush techniques
   g. Ben-day process
2. Knowledge of correct proportion and drawing of the human figure and portraiture.
3. An exposure to a wide range of lettering techniques and styles.
4. Understanding of commercial page layout.

Materials

1. The art equipment and media normally found in Art Department.
2. A variety of commercial ben-day papers and ben-day liquids.

References

1. Examples of original and professional fashion illustrations.
2. See magazine, film and bibliography listing.

X. Portrait Illustration

Objectives

1. Having been presented with correct instructions in head proportion and having had experience in portrait sketching, the student will paint a portrait.

2. The student will draw a portrait striving to get a personal likeness.

3. With design instruction the student will be able to relate the portrait to a background that enhances the sitter.

4. With commercial design instruction the student will draw a portrait that will relate to an advertisement or commercial design.

5. The student will stylize a portrait for use in a commercial advertisement.

Suggested Activities

1. Draw a portrait of a fellow student or a self portrait.

2. Draw a portrait of a public figure with an appropriate background.

   a. Sports
   b. Politics
   c. Industry
   d. Entertainment

3. Draw a portrait suitable for an advertisement.

   a. Soft drink
   b. Tooth paste
   c. Candy

Presentation

1. Show examples of good portrait work.

   a. Photographs
   b. Slides
   c. Magazines, books
   d. Drawings, line, shaded

2. Teacher lecture and demonstration on:

   a. Portrait proportions - full face
   b. Contour drawing
   c. Profile, full face, up down

3. Teacher lecture and demonstration on:

   a. Commercial aspects of portrait
   b. Relating background subject matter to portrait ex. time cover

4. Teacher lecture and demonstration.

   a. Caricature
   b. Political aspects
   c. Sports aspects
   d. Cartooning

5. Have portrait artist demonstrate and lecture to class.

Preparation

1. Student must have knowledge of portrait proportions.

2. Student must have knowledge of portrait drawing.

3. Student must have ability in use of various media.

   a. Pencil
   b. Pen and ink
   c. Watercolor
   d. Tempera
   e. Pastel
   f. Felt pen

4. Student must have knowledge of basic lettering.

Materials

1. The art equipment and media normally found in Art Department.

References

1. Photographs, time covers, ad portraits.

2. Magazines, books, newspapers.

3. See magazines, film and bibliography listing.

XI. Interior Decorator

Objectives

1. The student will coordinate the various elements of interior decorating with a well integrated room design.
2. The student will gain a knowledge of period design as related to contemporary decorating.
3. The student will be made aware that interior design should reflect the needs and tastes of the consumer.
4. The student will be made aware that an art background is necessary for success as an interior decorator.

Suggested Activities

1. Have students draw to scale their living room or family room. With overlays, have student draw several variations, suggesting different traffic patterns and furniture arrangements.
2. Have students draw an evaluation of one wall derived from their floor plan and render it in three different color schemes.

Presentation

1. Lecture and demonstration by a guest interior decorator.
2. Plan a visit to an interior decorating department of a local department store.
3. Show film on interior designs.
4. Lecture and class discussion by teacher.

Preparation

1. Knowledge of design elements, color theory and painting techniques.
2. Knowledge of basic architectural drawing, floor plan, door and window.
3. Knowledge and experience in drawing to scale.

References

1. Guest speaker on interior decoration.
2. See magazines, film and bibliography listing.

Major Careers in Art

Education - Teacher of Art

- Elementary School
- Junior High School
- Senior High School
- Junior College
- College or University
- Art Museums

Fine Artist - Painter - Sculptor - Printmaker

Freelance Artist - Various art fields

Architect - Landscaper - Designer

Designers

- Advertising Designer - Art Director
- Fashion Design
  - General Design; sport-formal, children
  - exclusive "line" Designer
  - Theater costume
  - Pattern Maker
- Fabric Designer - weaver
- Industrial Designer
- Packaging Design
- Interior Design
  - Interior Decorator
  - Theater stage Designer
  - Scenic Designer - T.V. - Movie
- Graphic Designer
  - Typography
  - Type Designer
  - Hand Lettering expert
  - Lithographers
  - Photogravers
  - Etcher
  - Silk Screen Artist

Illustrator

- Cartoonist
- Photographer - Retouch artist
- Window display artist - trimmer
- Commercial Illustrator
- Fashion Illustrator - Newspaper - Magazine
- Technical Illustrator
- Greeting Card Designer
- Airbrush Artist
- Figure Illustrator
  - Books
  - Magazines
- Jewelry Designer
- Billboard Poster Designer

Art-Related Jobs

Art Buyers - studio - department stores
Account executives
Advertising managers
Art museum Curator
Art galleries, sales, frames, etc.
Art Editor, newspaper, magazines
Art Critic
Renderer
Floral Designer
Sign Painting

Reference: Art and Art-Related Magazines

American Arts
American Fabrics
American Heritage
American Home
Architectural Forum
Architectural Record
Art in America
Arts and Crafts
Art Direction
Art Director's Annual
Art News
Better Homes and Gardens
Ceramics Monthly
Crafts Horizon
Design
Fortune
Graphics
Holiday
Horizon
Illustrators Annual
Industrial Design
Interiors
Interior Design
Journal of Commercial Art
McCalls
Mademoiselle
Modern Photography
Package Design
Print
Progressive Architecture

Reference: Art Career Bibliography

Art Career Guide	Holden	1967
Careers in Cartooning	Lanar	1950
Your Future in Interior Design	Greer	1963
Art Careers	Roth & Weiss	1963
Careers in Graphic Reproduction	Bedell	1965
Aim for a Job in Graphic Design	Fujita	1968
Opportunities in Graphic Arts Careers	Ballinger	1968
Your Career in Interior Design	Doyle	1969
Careers and Opportunities in Commercial Art	Biegeleisen	1963
Your Future in Fashion Design	Fashion Group	1966
Photography - Careers and Opportunities For You	Abel	1961
Opportunities in Photography Careers	Johnson	1969
Your Future in Photography	Keppler	1965
So You Want To Be An Architect	Meinhardt & Nourse	1969
Your Future in the Fashion World	Fashion Group	1960
Your Future in Landscape Architecture	Frazier & Julin	1967
Careers and Opportunities in Fashion	Brenner	1966
Your Future in Architecture	Roth	1960
Architectural Drafting and Design	Weidhass	1968
Space, Time and Architecture	Gredion	1969
Architectural Drafting	Bellis	1971
Architecture, Drafting and Design	Hepler	1971
From Stones to Skyscrapers	Bergere	1966
Walter Gropius, Master Architect	Fitch	1968
From Tepees to Towers	Hiller	1967
Frank Lloyd Wright, Master Architect	Scully	1964
Frank Lloyd Wright	Pawley	1970
Fells Guide to Commercial Art	Nelson	1967
Illustrating for Magazines	Halsey	1965
Posters, Designing, Making, Reproducing	Horn	1965
Rendering Techniques for Commercial Art and Advertising	Kingham	1964
Illustrating Fashions	Sloane	1968
Architectural Rendering	Halse A.O.	1969
Architecture	Hepler	1966
Architecture Graphics	Martin	1970
Opportunities in Industrial Design Careers	Pulos	1972
Fashion as a Career	Berrien, E.H.	1967

III. Career Exploration: Photography, Advertising, Horticulture

The following sections are included to give only examples of teaching material that could be offered as a short term course, or as a unit within various courses. They are tentative efforts on the part of the developers. They should be considered only as a starting point for other school systems which wish to follow this pattern.

The student may choose one or more jobs for investigation. The teacher will arrange hands-on activities by simulating the functions of jobs.

In developing such materials a standard format could be followed as a guide:

1. Identify the occupational area that has appeal and interest for students and is compatible with a subject matter area or a specific interest of a teacher who will develop and implement the program. This can be done by investigating specific components of the ISUSOE Clusters, Worker Trait Groups, or other sources that place common functions of occupations in a specific category or group. The pupils should then explore a variety of jobs in that category.

2. Divide the area into groups by function, jobs, or hierarchy. Identify and describe a simulation and the roles that are involved with each division.

3. Develop a teacher's guide that lists the objectives, activities, and resources needed to involve the students in each simulation.

Care should be taken to avoid simulation experiences that cannot be carried out in the school setting with facilities commonly available within the school. Simulations or experiences recommending community or industrial involvement must consider availability of resources and access for student participation.

CINCINNATI

CAREER EXPLORATION IN OCCUPATIONS OF PHOTOGRAPHY ADVERTISING, HORTICULTURE

Grades 9-10

TABLE OF CONTENTS

I. INTRODUCTION 108

II. STUDENT OBJECTIVES 108

III. TEACHER OBJECTIVES 109

IV. JOB PACKETS 109

1. Photography and Motion Picture Camera Work 111
2. Salesperson, Photographic Supplies and Equipment 112
3. Photographer News 115
4. Motion Picture Projectionist 117
5. Photography, Photoengraving 118
6. Photographer, Commercial 121
7. Camera Repairman 123
8. Video-Camera Engineer 124
9. Photographer, Scientific 127
10. Film Technician 129

V. APPENDIX 132

1. Resources 132

a. Pamphlets 132
b. Books 132
c. Film 132
d. Media Handbook 132
e. Additional Information 132

I. INTRODUCTION TO THE TEACHER

The purpose of this course is to help the student explore jobs in photography and related fields. It is not a course in photography; however, activities are given to provide experiences in the task of a photographer in order for the student to see if he will like photographic activities. This writing is designed primarily as a guide for the teaching of the course.

Packets are provided for the students. Learning Packet #1 is intended for all students. The other packets are to be completed by students in the specific fields. Students may complete Learning Packet #1 and then select one or all of the packets.

The packets are designed to give "hands-on" activities by guiding the student to participate in completing tasks that a person on the job will do. The primary tool of all photographers is the camera. People in the field must know the techniques involved with picture taking; therefore, the learning packets are planned so that students may use their own or a school camera. Some students may enjoy taking pictures, but not like the darkroom work; but they must be exposed to the photographic technique. This exposure is best satisfied by helping the student process his own film.

All of the activities were selected to make use of the school plants or school equipment. A school system may have many people engaged in different aspects of photography. An attempt was made to use these people with demonstrations and interviews.

Occupations in photography require all types of skills. Some require extensive training such as a scientific photographer in the field of biology or medicine. Some require only a few minutes of instruction--for example, a camera girl in an amusement park. It should be pointed out that since photography requires so many techniques and technical skills, students should know their abilities. The job packets attempt to point out the fact that photography is complex. This may be considered a part of Career Exploration. Packets offer job opportunities for students of various abilities.

Resource materials and persons are given in each job packet with the activities and the objectives.

II. STUDENT OBJECTIVES

1. Investigates the many fields of photography.
2. Selects packets of interest.
3. Completes task assigned in each packet.
4. Completes objectives in each packet.
5. Handles resource materials.
6. Evaluates the careers explored.

III. TEACHER OBJECTIVES

1. Briefly reviews fields of photography.
2. Directs activities that enable students to explore jobs.
3. Provides desired information that cannot be obtained by the students.
4. Provides resource material and persons.
5. Supervises the activities of the students.
6. Evaluates each student's activities.

IV. JOB PACKETS

1. Photography and Motion Picture Camera Work.
2. Photographic Supply Salesman.
3. Photographer News (Print and Pub).
4. Motion Picture Projectionist (Amusement and Recreation).
5. Photographer, Photoengraving (Print and Pub).
6. Photographer, Commercial.
7. Camera, Repairman (any individual).
8. Video Cameraman.
9. Photographer, Scientific.
10. Film Technician.

OCCUPATIONS IN PHOTOGRAPHY - 143

JOB PACKET =1 - Resources - 26

JOB CLUSTERS TO BE EXPLORED

143.062 Cameraman (radio and TV Broad.)
Video - Camera engineers
Cameraman, First (Motion picture)
Cameraman, Head
Cinematographer
Director of photography
Cameraman, Second (motion picture)
Photographer Apprentice, Commercial
Photographer, Apprentice, Portrait
Photographer, Commercial
Photographer, News
Photographer, Portrait
Photographer, Scientific
Photographer
Manager, Photography Gallery
Screen Reporter (motion picture)
472.382 Photographer, Lithographic
143.168 Television Film Coordinator
143.282 Photographer, Scientific
Biological Photographer
Cameraman, Animation
Medical Photographer
Photographer, Aerial
Photographer, Finish
Cameraman, Special Effects
Cameraman, Title
143.382 Photographer, Identification (Police Bureau)
967.732 Film-Developer
967.855 Film-Drying Machine Operator
962.885 Film-Technician
285.358 Salesperson, Photographic Supplies and Equipment
960.382 Motion-Picture Projectionist
(Amusement and Recreation-Motion Picture)
97. Graphic art work
971. Photoengraving
971.382 Photographer, Photoengraving (Print and Pub)
972. Lithography and related work
714.282 Camera Repairman, Video
962.885 Film Technician

A. JOB PACKET #1 Photography and Motion Picture Camera Work D. O. T. 143. 062

Job Description: This group includes occupations concerned with photographing people events, fictionalized scenes, materials, and products with still or motion picture cameras. Workers frequently conceive artistic photographic effects, and arrange and prepare the subject matter to be photographed.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify and define the vocabulary of the job.	1. Students identify the type of photography involved with the various occupations.	1. a. Student dictionaries (Webster) b. List of jobs supplied with this packet.
2. Identify technical and artistic elements involved in all camera work.	2. Cut pictures from magazines and newspapers, fasten to large sheet of cardboard, name the source, and explain under each picture the impact, composition, photographic equipment used, and write the reason that the picture was used.	2. a. Old copies of newspapers and magazines b. Cardboard sheets or wrapping paper
3. Compare various types of cameras	3. Students exchange empty cameras for the following examinations: a. shutter speeds b. size of film c. exposure controls d. speeds of film available for each camera e. ease of handling f. electronic and flash equipment available	3. a. Students bring cameras to class b. Teacher use school cameras for demonstration
4. Photograph activities to see if the student likes experiences involved with the photographic process	4. Photograph: a. groups outdoors b. group indoors c. individual in-and-outdoors d. process: film contact print or enlarge pictures	4. a. Students supply cameras, film, and flash equipment b. Students use school cameras c. Teacher photograph a group, develop and print pictures as a demonstration
5. Identify people with jobs	5. Photographer comes to class	5. Professional photographer

B. JOB PACKET #2 SALESPERSON, PHOTOGRAPHIC SUPPLIES AND EQUIPMENT 285.358 (DOT)

Job Description: Sells photographic and optical equipment and supplies, such as cameras, projectors, film, and binoculars. Perform duties as described under salesperson. Shows equipment to customers and explains functioning of cameras, filters, lenses, and other photographic accessories. Receives film for printing. May repair photographic or optical equipment.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the number of businesses in the metropolitan area involved in selling photographic supplies.	1. a. Students use the "Yellow Pages" and find all appropriate headings and businesses. b. Students write the names of shops, phone numbers and addresses of shops listed.	1. Minimum of five copies of the "Yellow Pages"
2. Construct a job analysis form.	2. a. Ask the class what they want to know about the job. b. Discuss the information that must be collected.	2. Suggested questions for interview form with this packet.
3. Interview a photographic sales-person, listing his specific task.	3. a. Use the interview form in #2 above. b. Go to a camera store and interview a salesperson. c. Salesperson to come into class, give talk, or demonstrate with photographic equipment or complete assignment in which each is responsible for contacting salesperson for interview.	3. a. Teacher use information collected in Activities #1 or b. Student call or contact salespersons
4. List personality traits of people engaged in sales.	4. a. Give an analysis of a case study and describe each personality trait. b. Role-play. Have students act as salesperson and buyer, using positive personality traits.	4. Sample case study with this packet

SALESPERSON, PHOTOGRAPHIC SUPPLIES AND EQUIPMENT

JOB PACKET #2 - Resource #2

Suggested Information for Student Interview Form

1. Student's name
2. Salesman's name
3. Place of employment
4. Address of business establishment
5. Phone to contact salesperson
6. How much knowledge of photography is necessary?
7. Knowledge of cameras necessary?
8. What does the salesman do?
9. Hours worked
10. Days of week on job
11. Working conditions and codes of dress
12. Salary and benefits
13. Retirement plan
14. Transportation needed
15. Parking
16. Lunch time
17. How do you obtain a job in this field?
18. How much training is needed?
19. What school subjects may you take in order to fill requirements for the job?
20. Is the job primarily for men, women, or both?
21. How many years of schooling does the job require?
22. Starting pay
23. Highest pay
24. Future jobs
25. Promotion
26. Part of job pleasing to you
27. Special test

Resource Part 4

Sample Case Study for Salesperson's Personality Traits

Bill Smith enters camera store with camera. Joan (salesperson) asks if she may help him. Bill wants film for his camera and asks Joan about the size. Joan puts her book down and tries to open camera; she can't. She yells to Ed in the back. Ed tries and can't open the camera. Ed doesn't know what size film, but he states that sometimes you can find the film size on the inside of the camera.

Bill is impatient and begins to play with an enlarger. Joan asks him not to handle the equipment. Another customer enters store to pick up developed pictures. Joan answers the phone. Ed tries to find film. Joan asks Ed if Mr. Yong's camera is ready. Ed runs to back room. Joe, Ed's friend, enters store. Ed and Joe talk. Bill picks up his camera and walks from the store.

C. JOB PACKET =3 PHOTOGRAPHER, NEWS (Print and Pub.)

Job Description: Cameraman, photographer for newspaper. Photographs news events or people for use in illustrating new stories and articles. Travels to assigned location and takes pictures using camera. Returns to newspaper office with exposed plates, develops negatives, and prints picture for use in making printing plates for future use. May make enlargement of illustrative materials secured by reporters. Frequently specializes in one branch of work, such as news, sports, special features, or portrait photography.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Make analysis of the requirements of the job and its task.	1. Collect magazine and newspaper pictures by well-known news photographers and answer questions such as (see resource 1-b)	1. a. Magazines and newspapers b. Question page on rear of this packet
	2. Students take pictures under adverse conditions a. in the rain at night b. in the fog c. in cold weather	2. Students furnish cameras, film, and flash equipment
3. Demonstrate that a news photographer works under conditions different from those under which a general photographer works.	3. a. Take pictures, process film, print or enlarge a picture in 20 minutes. b. Submit prints in various sizes to school. c. Submit prints in gloss or flat paper to school paper. d. News photographer comes to class. e. Examine pictures from magazines and newspapers to see if the picture can tell a story without the use of words.	3. a. Student use own equipment. Devise a daylight processing box. b-c. Editor of school paper. d. Local newspaper photographer

QUESTIONS FOR PICTURE COLLECTION
PHOTOGRAPHER NEWS — 143.026
JOB PACKET #3 - Resource #1-b

Fill in the blanks for each picture on the collection:

Weather_____ **Time**_____

Season_____ **Picture Title**_____

People_____ **How Many?**_____

Photographer_____

Magazine or Newspaper_____

Picture Shows:_____

_____

_____

_____

Explain why the newspaper or magazine printed this photograph:_____

_____

_____

_____

_____

Picture found on_____ _____, **or on page**_____
of the publication

D. JOB PACKET #4 MOTION PICTURE PROJECTIONIST (AMUSEMENT AND RECREATIONS)

Job Description: Sets up and operates motion picture projection and sound-reproducing equipment to produce coordinated effects on screen. Inserts film into top magazine reel of projector. Threads film through picture aperture of projector, around pressure rollers, sprockets, wheels, and sound drum or magnetic sound pick-up on film, and onto spool that automatically takes up film stock. Regulates projection light and adjusts sound - reproducing equipment. Watches operation of machine and anticipates operation from one machine to another without interrupting flow of action on the screen. Rewinds broken end of film onto reels by hand to minimize loss of time. Inspect and rewinds projected films for another showing. Repairs faulty sections of film (motion picture). Operates stereopticon (Magic Lantern) or other special-effects equipments to project picture slides on screen. Cleans lenses, oils equipment, and makes minor repairs and adjustments. May operate spotlight on stage performers, following directions on prepared cue sheets. May be required to have city license.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify and define words and terms in the job requirements.	1. a. Read the job description and look up the definitions of the words that you do not understand. b. Examine 16 mm school projectors and name all the parts.	1. a. Student Dictionary b. Operation manuals on A. V. equipment. c. Use 16 mm school sound projectors.
2. Identify task involved in job requirements by the projectionist union	1. Learn to operate all audio-visual equipment used by the school. 2. Join the audio-visual or stage crew of your school. 3. Visit theaters & projection booths during showing of a movie. 4. Classroom visit by a projectionist.	1. 16 mm school projectors. See audio-visual representative 2. School audio-visual representative. 3. Teacher will make calls for this field experience. 4. a. Teacher calls union office for projectionist motion picture operator b. Teacher checks with class to see if they know a projectionist.
3. Identify steps to be taken in joining the projectionist union.	1. Contact managers of threaters to see if the owners or managers hire the projectionist or if they call union office for projectionist.	1. Yellow Pages - Telephone Directory.

OBJECTIVES	ACTIVITIES	RESOURCES
3. Continued	2. Contact the union office to see if they train pro-	2. Moving Picture Machine Operators. (Inter-Alliance of Theatrical, Stage, Employees Union. Motion Picture Operators of United States and Canda)

E. JOB PACKET #5 PHOTOGRAPHER, PHOTOENGRAVER (PRINT AND PUB.)

Job Description: Sets up and operates camera to photograph drawings, illustrations, and printed material for production of film or glass negatives, or reversed negatives used in the preparation of lithographic printing plates. Mounts material to be photographed on copy board and focuses camera to enlarge or reduce size of object in photograph. Selects and places screen over negative to break up shadings for halftone printing. Places color filters over film to produce four-color separation, halftone separation, and process prints for multicolor printing. Focuses lens, adjusts lights, and exposes film to copy for specified period of time. Develops and dries film or glass plate. Prepares film or glass plate positives by contact method from negatives. May prepare original layouts for halftone or color prints by copy-drawing, paste-ups, stripping, or inking techniques.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Compare a photograph and a newspaper picture.	1. a. Cut pictures from newspapers. b. Bring "snapshot" to class. c. Use magnifiers or magnifying glasses and observe newspaper pictures. d. Use magnifiers and observe the snapshots. e. Examine, with magnifiers, dots and clusters of dots in a newspaper photograph f. Answer the following questions: 1. Did you find dots in the snapshots? 2. What is the purpose of the dots and the spacing between the dots? 3. Are the dots the same size and color? 4. Why are there dots?	1. a. Students supply newspaper pictures and "snapshots" b. Teacher will use magnifiers (tripod) supplied from biology department

OBJECTIVES	ACTIVITES	RESOURCES
2. Identify and define the vocabulary of the job.	2. Students identify and define words in job description.	2. Student dictionaries.
3. Investigate the number of businesses involved in the photogengraving business. (lithographers)	3. a. Students use the "Yellow Pages" and find all the appropriate headings of of the business involved in the photoengraving business. b. Students write the names, addresses, and phone numbers. c. Discuss the possibility of finding a job in this industry.	3. "Yellow Pages"
4. Gather information for union requirement.	4. a. Contact union officials and secure information.	4. Lithographers & Photoengravers
	b. Photoengraver visits the classroom to answer students' questions.	a. President of local union b. Questions to be answered from information or a guide, questions to obtain information
5. Identify tasks of the photo-engraver.	5. a. Make a paste-up of a phtograph and typed information and photograph. b. Visit the school's print shop and observe an offset duplicator in action. c. Examine an offset plate with a magnifying glass. d. Visit a company that does offset printing. e. Visit classroom that prints school paper.	5. a. Students furnish cameras and film. b. Teacher make arrangements with printing teacher. c. From school print shop. d. Teacher call to make arrangments. e. Teacher make arrangements.

QUESTIONS TO OBTAIN INFORMATION ON UNION

JOB PACKET #5 - Resources 4b

Requirements for Photoengraver:

1. Must you join a union to become a photoengraver?
2. If a job is open, does the employer call the union office to fill the position?
3. What are the union's requirements?
4. Will the union help you gain a position?
5. What is the pay scale for a photoengraver?
6. How do you get into the apprentice program?
7. Must you have a knowledge of printing to become a photoengraver?
8. Are photoengravers required to have a high school or a technical education?
9. Does the union have information on the photoengraving industry?

F. JOB PACKET #6 PHOTOGRAPHER, COMMERCIAL (PROFESS. AND KIN.)

Job Description: Photographs persons, motion picture sets, merchandise exteriors and interiors, machinery and fashions to be used in advertising and selling. Arranges equipment, such as lighting, screens, and shades, and moves objects, such as backdrops and props, to obtain desired effects. Loads film in film holders. Sets camera for correct angle and distance, adjusts lens for focus, and places negative plate in camera. Removes slide from plate and squeezes lens shutter bulb to open lens shutter and expose plate. Mixes solutions and chemicals used in developing plates, films, and printing positives. Enlarges, reduces, and intensifies prints. May take portraits.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify task performed by a commercial photographer.	1. a. Collect magazines and newspaper pictures of things offered for sale such as air conditioners, cars and tires 1. Discuss the type of photography involved with each. 2. Name the source and and title of each picture and evaluate the impact of the shot for the sale of the item. b. Examine a trading stamp catalogue and answer the following questions 1. What is the impact of color? 2. How are the items arranged? 3. Select ten items (pictures) that have "selling appeal" and explain why each is pleasing to you.	1. a. Teacher brings magazines and newspapers to class or students bring material to class. b. Free. Teacher may supply.
2. Identify the task that a commercial photographer may be called upon to do.	2. a. Using cameras, tripods and natural light, photograph the empty auditorium of the school. b. Photograph the empty lunchroom.	2. a. Students furnish all equipment or use the school camera. b. Make contact with the lunchroom manager

OBJECTIVES	ACTIVITIES	RESOURCES
3. Demonstrate the task of a commercial photographer.	3. Photograph an electric chrome toaster using tripods: a. With natural light or available light. b. With photoflood lamps c. Discuss the problems of phtographing reflecting surfaces: 1. Camera angle 2. Placing of light to keep down the reflection of the lamps through the lens.	3. a. Teacher or students bring toaster to class. b. Students furnish camera, tripods, and lights -
4. Identify personality traits needed by a commercial photographer.	4. a. Photograph school clubs 1. Using sunlight 2. Using electronic or photoflash lamp. b. Practice arranging small or large groups for photographs. 1. Discusses the problems of analyzing people. 2. Demonstrates that a friendly attitude is necessary for cooperation from a group to be photographed. c. Role play problems with people when making photographs: 1. When groups of people are to be photographed and individuals in the group do not desire to be photographed. 2. Groups of people who will not fit into the view finder frame.	4. a. School may furnish film and photographic paper if the pictures are used in school publications. b. Use members of class or invite home economics class with finished garments to class.

G. JOB PACKET #7 CAMERA, REPAIRMAN (ANY INDIVIDUAL)

Job Description: Repairs and adjusts cameras, using specialized tools and test devices. Disassembles cameras, using hand tools. Tests and aligns diaphragm, lens mounts and film transport to minimize optical distortion, using precision gauges. Adjusts range and viewfinders, using fixed focusing target. Calibrates operation of the shutter, diaphragm, and lens carriers with dial settings, using electronic or stroboscoptic timing instruments. Fabricates or modifies parts, using bench lathe, grinder, and drill press.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify task of camera repairman.	1. Bring empty cameras and instructional manual to class. a. Name and identify all the parts of the camera b. Operate the camera with the back open and observe the working of the shutter and the different diaphragm openings.	1. Students furnish cameras or use school camera.
2. Investigate the principles of the camera.	2. Construct pin-hole cameras using cardboard boxes. a. Photograph with pin-hole cameras b. Process film and make contact prints.	2. a. See drawings and instructions with this packet. b. See drawing of a light-tight darkroom with this packet
3. Analyze the need for camera repair person.	3. a. Use the "Yellow Pages" to see the number of businesses that do camera repair work. b. Check the camera stores to see how they go about repairs on cameras. c. Write: National Camera Repair School, Englewood, Colorado 80110, for materials on course in camera repairs. d. Collect old broken cameras and photographic equipment and watch how various parts fit together and function as a unit.	3. a. "Yellow Pages"

H. JOB PACKET #8 VIDEO-CAMERA ENGINEER (RADIO & TV BROADCASTING)

Job Description: Operates television camera to photograph scenes for broadcast. Discusses dramatic effects, mood, and photographic composition of scenes to be broadcast with director. Directs cameraman, assistant to position camera dolly. Observes scenes through camera monitor and adjusts camera lens to maintain scenes in focus. Moves levers to alter angle or distance of shot as directed by director.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the requirements to become a video camera engineer.	1. a. Call or write electronic schools to find the requirements for a first class broadcast technician license from the Federal Communications Commission.	1. a. "Yellow Pages"
	b. Call television stations and talk with technical supervisors or video camera engineers about steps you may use to get a job.	b. Teachers invite a video camera engineer to class.
	c. Technical supervisor or video camera engineer visit the classroom.	c. See question page with this packet.
	d. Use sample copies of test questions from Federal Communication Commission Test.	d. Sample test questions for Civil Service and Federal Government from public library.
	e. Invite people from electronic schools to classroom and answer the following questions 1. Can you start to work for your license while you are in the ninth grade? 2. What kind of questions or problems are on the F.C.C. test? 3. Will the license help you to get a job? 4. How much will it cost to get a license? 5. Do you need a high school certificate to get a job as a video-camera engineer?	

OBJECTIVES	ACTIVITIES	RESOURCES
1. Continued	6. Does a knowledge of using a camera help you to be a video camera engineer?	
2. Identify the task of a video camera engineer.	2. a. Use a camera (TV), TV recorder and portable television. 1. Tape school activities. 2. Practice photographing groups using the viewfinder only. See if you can see all of the action. Are you "sharp" and "alert" enough to catch all of the actions?	2. Teacher make arrangements with TV station.
	b. Go to a live talk show and observe the cameraman. Answer the following questions: 1. Does the cameraman "catch" the action of the audience? of members of the audience? 2. Is the cameraman under pressure from the program director? from the show's star? 3. Why is the cameraman wearing earphones? 4. Who is telling the cameraman what to do? 5. Identify the technical supervisor, program director, audio engineer and video engineer.	

QUESTIONS TO BE ANSWERED ABOUT THE JOB

VIDEO CAMERA ENGINEER

JOB PACKET #8 - Resource Sheet #1-c

1. How does the chief engineer of a TV station go about selecting people for video camera engineers?
   a. Does he give them a test?
   b. Must they have a certificate from any certain school?
   c. Will a first class broadcast technician license be enough to qualify a person for a job?
2. Will an electronics school help you to obtain a license.
3. What does the job pay? Starting salary? Maximum salary?
4. What are the opportunities for promotion?
5. Will the TV station train a person as a substitute for the cameramen who are on vacation?
6. Must you join the union?
7. Does the union select the people and send them to TV stations who need cameramen?
8. What are the other tasks of a cameraman?
9. Why must a cameraman know electronics?
10. Does the cameraman operate projectors for movies?
11. Does the cameraman operate video recorders?
12. What does the cameraman do on the radio section of a station?
13. Can a person study electronics on his own to pass the test for a license?
14. Why does a knowledge of photography help you to be a "top" video camera engineer?
15. What are the fringe benefits?
16. Does the station or union have a retirement plan?
17. How much does it cost to join the union?
18. Must you join the union?
19. What are the hours that you work?
20. Must you work on weekends?
21. Must you work on Christmas and Easter?

I. JOB PACKET #9 PHOTOGRAPHER, SCIENTIFIC 143.282 (DOT)

Job Description: Photographs plant and animal tissue and microscopic specimens of food, oil, metal, and other products and develops negatives to provide pictures illustrating industrial and scientific processes and phenomena. Places particle of materials on slide or flat surface under lens of photomicroscope, views specimen through camera lens to check focus. Presses lever to open shutter and expose film. Plans set-up of equipment and procedures to meet unusual situations, such as use of infrared or ultraviolet light to produce visible record of normally invisible phenomena. Prepares solutions and chemicals used in developing plates and films. Writes degree of magnification on back of each picture. May act as consultant to organizations concerned with problems in such fields as aerodynamics, ballistics, biology, engineering, and metallurgy. May perform additional duties in particular fields, such as medicine (biological photographer).

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze the job description.	1. a. Write the words and definition of the words on a sheet of notebook paper.	1. Science Dictionary from library or science department of school.
	b. Discuss the number of fields of science involved with a student's opinion of personality, training and other factors.	
2. Identify the task of a scientific photographer.	2. a. Use a microprojector and project slides (microscopic) on a screen.	2. a. Use from Biology Department.
	b. Use microviewers and slides that were made with a photomicroscope.	b. Microviewers and slide boxes are located in the Biology Department
	c. Use infrared film in school camera or student camera and photograph:	c. Order film from Eastman or photographic dealer special order.
	1. Trees	1. Same as step c.
	2. A burning candle	2. Same as step c.
	3. A piece of burning magnesium ribbon	3. Use magnesium ribbon from Science Department
	d. Using color film and close-up attachment lens on cameras, photograph pictures that were made with ultraviolet sensitive film. (Do not photograph the sun)	d. Past issues of Life found in school library also Life-Science Series

OBJECTIVES	ACTIVITIES	RESOURCES
2. Continued.	e. Visit an astronomical observatory and answer the following questions: 1. How are pictures of the moon made through a telescope? 2. How can you use your camera to photograph the sun? 3. Invite an astronomer to class and ask him questions about the problems of photographing the heavens.	
3. List the businesses offering jobs in this field.	3. a. Give name, location and phone number of businesses that do. 1. Photographic surveillance 2. Photocopying 3. Photoprints 4. Aerial photography 5. Non-destructive testing using X-Ray photography. b. Call biological businesses to see what they do in the field of photography and make a report to your class about your research.	3. "Yellow Pages"

J. JOB PACKET #10 FILM TECHNICIAN 962.885 (DOT)

Job Description: Tends electronic machine that automatically inspects, cleans, counts footage, and rewinds reels of motion picture film. Repairs film defects, using handtools. Places reel on spindle and threads film through guides, pulleys, cleaner rollers, and counters. Presses lever to start machine and observes flashing lights and numbers that locate defects, such as broken sprocket holes, cuts and tears, or faulty splicing. Removes damaged film sections or repairs defects, using handtools. Splices end of film, using splicing machine. Pastes gummed labels over end of film to prevent unwinding and to indicate completion of inspection. Stores and selects reels according to title and length of film, and packs film in container for delivery according to booking order.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify terms in job description.	1. a. Define the following words: 1. Electronic 2. Automatically 3. Footage 4. Spindle 5. Sprocket Holes 6. Splice 7. Inspection 8. Sprocket	1. a. Use student dictionary
	b. 1. Inspect 16 mm sound film using hand microscopes (magnifying glasses) or tripod magnifiers.	b. 1. Obtain magnifiers from Biology Dept.
	2. Locate defects in sections of 16 mm. film such as damaged sprocket holes.	2. Broken sections of 16 mm film from A.V. representative of school
	c. Relate all film defects to definitions of the words in the job description	c. Definition of words in Activity #1-a
2. Locate businesses who hire film technicians.	2. a. Write the names and phone number of businesses that offer motion picture film services from 35 mm and 16 mm film.	2. a. "Yellow pages"

OBJECTIVES	ACTIVITIES	RESOURCES
2. Continued.	b. Call one motion picture distributor of 35 mm film and ask who repairs the damaged film that is used in theaters.	
	c. Call one motion picture company which distributes free 16 mm film and ask about repairs of damaged film.	c. "Yellow Pages"
	1. Do they inspect, splice and repair 16mm film at their location?	
	2. What are the chances of obtaining a job as a film technician?	
	d. Interview the audio-visual representative at your school to find out about 16 mm distribution, and film repairs of school film.	d. Audio-visual person at your school.
3. Identify jobs performed at the resource center.	3. a. Visit the school system resource center.	
	1. Observe how 16 mm film is inspected.	
	2. How is the film spliced?	
	3. Can you use scotch tape?	
	4. How are "butt joints" made?	
	5. Why are "butt joints" made?	
	6. What causes holes in film?	
	7. What does a 400-foot reel of film cost?	
	8. How are damaged sections of film cut and replaced with new film?	

OBJECTIVES	ACTIVITIES	RESOURCES
3. Continued.	b. Examine with microscope sections of 35mm and 16 mm sound film.	b. Use microscopes
	1. Find the optical sound tract on the film.	1. From Biology Dept.
	2. Cut sections from film and try to splice the cut film back to its original position.	
	3. If film is spliced, will the splice feed through the film gates of a projector? Use hand knob to observe the action.	3. Movie projector from school.
	4. Observe 16 mm movie projectors in operation in school classes. See if you can locate bad splicing from picture quality.	

V. APPENDIX

1. Resources

a. Pamphlets

(1) Photography as a Career, Photographic Arts and Science Foundation, 1090 Executive Way, Oak Leaf Commons, Des Plaines, Illinois. Free.

(2) Career as a Newspaper, Magazine, and TV News Photographer, Institute of Research, 537 South Dearborn Street, Chicago, Illinois. $1.00.

(3) Camera and Photo Supply Shop - Management as a Career, Institute of Research, 537 South Dearborn Street, Chicago, Illinois. $1.00.

(4) Motion Picture Projectionist, Chronicle Occupational Guidance, Inc., Moravia, New York. $.35.

(5) Bibliography of Photo Career, Eastman Kodak Company, Department 841, Rochester, New York.

(6) Photography in Your Future, Eastman Kodak Company, Department 841, Rochester, New York.

b. Books

(1) Free Lance Magazine Photographer, Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania. $5.95

(2) Press Photography, McCall, Floyd, and Phode, McMillan Company, 60 Fifth Ave., New York. $5.95

c. Film

Cameras and Careers, Eastman Kodak Company, Rochester, New York.

d. Media Handbook

(1) 2129 - Nature of Color

(2) 6051 - Eye and the Camera

e. Additional Information

(1) Eastman Kodak Educational Department, Rochester, New York.

(2) Society for Photographic Education, Maryland Institute, 1300 West Mt. Royal, Baltimore, Maryland.

CINCINNATI

CAREER EXPLORATION IN ADVERTISING SERVICES

Grades 9-10

TABLE OF CONTENTS

I. INTRODUCTION 134

II. OVERVIEW 134

III. COURSE OBJECTIVES 134

IV. RESOURCES 134

V. LEARNING PACKETS 135

1. Display Artist 136
2. Cover Designer 137
3. Illustrator 137
4. Production Manager 139
5. Copywriter 140
6. Art Director 141
7. Sign Writer 142
8. Delineator 143
9. Sign Painter 144
10. Account Executive 145
11. Air Brush Artist 146

Introduction

Instruction is designed to introduce the student to occupations involved in advertising services, so that he will be able to make decisions regarding careers in advertising.

Overview

Each occupation is in the form of a learning packet which allows the student to explore the jobs associated with the advertising field.

After examining the packets the student should be able to choose those that he feels he is capable of, and interested in, performing. The student should complete as many of these packets as time permits. Their use is left to the discretion of the teacher and student.

Objectives

1. Selects learning packet for exploration.
2. Investigates job requirement, need for job, environmental situation, promotion, location of specific employment firm, schooling required and salary.
3. Participates in laboratory experiences and field trips pertaining to various occupations.
4. Evaluates job appeal.
5. As a terminal project the teacher may form a hypothetical advertising agency, combining all of the skills used in advertising services. Each student could choose and play the role of an employee necessary to carry out the goal of this hypothetical agency, as a complete package for a client.

Note To Teacher: Exploration, not mastery, of the packets should be the most important consideration in this course. The basic intent is to give the student an opportunity to explore and decide whether to pursue or reject a course of action.

Resources

1. Modern Talking Picture Service Inc., No. 9 Garfield Pl., Cincinnati.
2. The Golden Standard #2523, 9th grade and higher. 17-1/2 minute color story of Modern Advertising, Function of Media Selection in Advertising.
3. Positive introduction of circulation facts, purpose, and influence of ABC; and the advantages of buying known and analyzed quantities of circulation #2523.
4. Advertising Procedure by Otto Klepper.
5. Telephone Directory.

Learning Packets

1. Display Artist
2. Cover Designer
3. Illustrator
4. Production Manager
5. Copywriter
6. Art Director
7. Sign Writer
8. Delineator
9. Sign Painter
10. Account Executive
11. Airbrush Artist

1. DISPLAY ARTIST
LEARNING PACKET #1

Display artist: Designs, draws, paints or sketches backgrounds and other fixtures made of paper, cardboard, wallboard, plaster, canvas, or wood for use in window or interior displays. May design mannequins of papier-mache or other materials.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze businesses using display artist. Analyze the role of the display artists in sales promotion. Identify and list several psychological approaches to sales appeal.	1. A. Submit a list of names and addresses of three businesses using display artists. Gather and submit information concerning nature of work, promotional advantages, salarys and benefits. B. Decide upon an attack of impact to sales appeal. C. Dramatize the product for increased sales.	Occupational Outlook Handbook, United States Department of Labor. Advertising Procedure by Otto Klepper Telephone Directory
2. Demonstrate proficiency in performing the skills and tasks of a display artist.	2. Suggested lab activities A. Design and construct a set of window displays for elite clothing store window, using papier-mache models. Let the theme be back-to-school, vacation, or wedding. B. Design and construct an end-of-counter or aisle display for any of the following: Potato chips, sugar, picnic items, tea, hardware, small tools, glue, housewares, house paint, or art supplies.	

2. COVER DESIGNER 141.081 (DOT)
LEARNING PACKET #2

Cover Designer: Designs and renders cover illustrations for publications, such as magazines, books, and phonograph record albums, based on ideas suggested by art department. Designs lettering for title copy. May be designated according to specialization (i.e., book jacket designer, phonograph album designer).

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze businesses that employ cover designers.	1. A. Collect a list of two firms that hire cover designers. B. Gather information relating to training required, promotional advantages, work hours, and salary.	1. Telephone Directory Greeting Card Firms Printing Houses Book Companies Advertising Agencies
2. Demonstrate ability to perform tasks and skills.	2. Suggested lab activities A. Design in four colors a book jacket cover. Use appropriate lettering for title copy. B. Design and render a four-sided record album using black and white. Give special attention to lettering and copy arrangement.	

3. ILLUSTRATOR 141.081 (DOT)
LEARNING PACKET #3

Illustrator: Commercial artist, illustrator, graphic artist. Draws and paints illustrations for advertisements, books, magazines, posters, billboards, and catalogs. Studies design layout or proposed sketch and selects technique, such as pen ink, water color, pastels, scratchboard, tempera or oils, best suited to produce desired visual effect and to conform with printing method specified. Executes design, using selected technique and rendering details from memory, live models, manufactured products, or reference materials. May be designated according to specilization as advertising illustrator, book illustrator, catalog illustrator, poster artist.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze firms that use illustrators	1. A. List five names and addresses of businesses that use illustrators.	Telephone Directory
	B. Gather and submit information concerning training required, promotional advantages, work hours, salary, and benefits.	Commercial Art Firms Display Houses Advertising Agencies

OBJECTIVES	ACTIVITIES	RESOURCES
2. Innovate original ideas for presentation by using tools and techniques involved in the execution of the project.	2. Suggested lab activities: A. For the lead page of a short story, paint in oil, tempera, or water color a main incident. B. Design and complete a series of four illustrations, in sequential order, for a children's story book. C. Consult with a printer (printing instructor) for best reproduction of a brochure consisting of four illustrations, black and white line drawings for the local telephone company, a loan company, or an automobile company. D. With pastels sketch an illustration appropriate to medium. Consider baby powder, hair spray, fire extinguisher.	

4. PRODUCTION MANAGER
LEARNING PACKET #4

Production Manager: Coordinates activities of design, illustration, photography, paste-up, and typography personnel to prepare advertisements for publication. Supervises workers engaged in pasting up advertising layouts in art department or studio.

Determines arrangement of artwork and photographs. Selects style and size of type, considering factors such as size of advertisement, design layout, sketches, and methods of printing specified. Submits copy and typography instructions to printing firm or department for typesetting. Reviews proof of printed copy for conformance to specifications. Assigns personnel to mount printed copy and illustrations on final layouts, coordinating assignments with completion of artwork to insure that schedules are maintained. Writes instruction for final margin widths, printing, and conformance to layout. In small establishments, may also perform duties of paste-up man.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Evaluate consumer appeal	1. Collect and evaluate five examples of TV commercials, magazine ads, and newspaper ads you like and five each that you dislike. Use video tape machine to record commercials for evaluation. 2. Organize a program for _____Company. A. Decide on and analyze the product. B. Choose and stress its most appealing attributes. 3. Suggested lab activities: Compose a one-minute commercial for TV, keeping in mind audience interest. Use video tape machine and student actors involved in radio-TV production. Invent a slogan, motto, jingle, or trademark. Design a one-quarter page black and white newspaper ad as emphasizing viewer or consumer appeal and impact. Lay out a full color ad for _____ magazine giving particular attention to color, typography, and copy arrangements.	Training Course Manual Generating Community Action for Environmental Health U.S. Public Health Service Video Tape Kit Division of Resource Services 1 Monitor 1 Tape Recorder 1 Camera 1 week booking limit The Dynamics of Language, ninth grade adapted English text.

141

OBJECTIVES	ACTIVITIES	RESOURCES
1. Continued.	As a terminal project the student could simulate a situation whereby he would coordinate, schedule, examine, and criticize proofs of paste-up artists, layout personnel, photographer, typographers, copywriters, and illustrators.	

5. COPYWRITER 132.088 (DOT)
LEARNING PACKET #5

Copywriter: Consults with account executive and media and marketing representatives to obtain information for ads. Writes the ads.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the qualifications of ads	1. Cite different places where examples of advertisements and copywriting can be found. 2. Clip examples of copywriting from newspapers and magazines. 3. Make a collage of different types of advertisements which include copywriting.	
2. Identify the use of art and photographs in ads.	4. Clip examples of ads using various types of art and photography. 5. Student will make up a product and do the advertisement for it. 6. Visit a copywriting department.	

6. ART DIRECTOR 141.081 (DOT)
LEARNING PACKET #6

Designs advertising layouts for newspaper, magazine, television, poster, direct mail and billboard advertising. Studies illustrations and photographs submitted by clients, or sketches illustrations following client's specifications, to plan design layout. Paints or draws comprehensive (sample or finished advertisement) for approval of client or other advertising personnel. Arranges drawings and photographs in well-balanced artistic layout, deciding physical arrangement of and size and style of type to be used for printed copy. Suggests additions to, or changes in, advertising, copy, and design in final layout.

OBJECTIVES	ACTIVITIES	RESOURCES
Analyze businesses using layout men. By involvement in the activities of the job the student will demonstrate his ability to perform the skill. Demonstrate proficiency.	1. A. Submit a list of names and addresses of three businesses and three advertising agencies using a layout man. B. Record information concerning training required, promotional advantages, work hours, salary, and benefits. 2. Suggested lab activities: A. Sketch a design for a background used in a TV commercial (Kroger, General Mills, an eye-make-up company). B. After approval or changes of the client (teacher), the student will then make a comprehensive sample of finished work. C. Design and execute a four-page two-color brochure for a pharmaceutical company, printing company, or United Appeal, using paste-ups and photos. D. Design a full page newspaper advertisement, arranging the trademark and merchandising for the greatest consumer appeal.	Occupational Outlook Handbook, United States Department of Labor Telephone Directory
Evaluation	3. A. Write a paragraph stating what you liked about the program and another stating what you disliked.	

7. SIGN WRITING (HAND)
LEARNING PACKET #7

Sign Writer: Writes, paints or prints by hand, signs or showcards used for display or other purposes. May cut art letters and signs for display purposes from wallboard or cardboard, by hand or by machines such as an electrically powered jigsaw or a bandsaw.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze businesses using sign writers.	1. A. Submit a list of names and addresses of three different kinds of businesses using sign writers.	Occupational Outlook Handbook, United States Dept. of Labor.
	B. Gather and submit information concerning training required, promotional advantages, work hours and benefits. By involvement in the job the student will demonstrate his ability to perform the skill.	Telephone Directory
2. Evaluate activity	2. Suggested lab activities:	
	A. Layout and letter (free-hand) an attention-commanding sign to be used on the side of an R.C.A. panel truck, ladies boutique, A.B. Dick Office Supplies.	Free Hand Lettering by H. Wilmont Richardson Sterling Publishing Co., Inc. New York
	B. Construct from board (paper) a display in which an actual piece of merchandise is employed (organ, lawn mower, can of soup, ladies hose). Use appropriate lettering for each.	
	3. When executing project, student should use correct terminology, tools, and safety measures.	
	State in a paragraph what you liked about the program.	
	State in a paragraph what you disliked about the program.	

8. DELINEATOR 970.281 (DOT)
LEARNING PACKET #8

Renders perspective drawings of buildings and manu[illegible]red products for display or advertising purposes working from sketches and blueprints and using pencil, pen, charcoal, water colors, or airbrush. May be designated according to specialization as Architectural Renderer, Industrial Renderer.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify businesses using delineators.	1. A. Locate two firms that employ delineators. B. Assemble data relating to training required, promotion, work hours, and salary.	Telephone Directory
2. Use the tools of the occupation.	2. Suggested lab activities. A. Render a poster-sign billboard, magazine ad, or counter display card for a toothpaste package, typewriter, luggage, or frozen food, using perspective. B. Prepare and execute a perspective drawing of a proposed modern sky scraper, home, or stadium. Using pen, ink, water color or airbrush, T-Square triangles and rulers.	

9. SIGN PAINTER
LEARNING PACKET #9

Sign Painter: Designs, lays out, and paints letters and designs to make signs. Sketches designs on paper, using drawing instruments such as angle rulers and shading pencils. Lays out design on plastic, silk, or tin to prepare stencil or on paper to draw. (Pg. 511)

OBJECTIVES	ACTIVITIES	RESOURCES
1. Select appropriate lettering style.	1. A. Prepare posters for a spring wedding style show, sports event, organ recital, or sale of step ladders. Study, then decide the most appropriate lettering style, size of letter, and arrangement of each poster.	Free Hand Lettering H. Wilmont Richardson Sterling Publishing Inc. New York
2. Display ability to operate as a sign painter using his tools.	2. A. Execute the above using three colors for one poster, black and white for others. B. Design a three-color poster to be silk-screened for a political candidate. C. In the execution of the above activities use the tools of the sign painter (lettering brushes, pens, shading pencils, angles, French curves, T-Square, and ruler.)	
3. Identify employers. Satisfy personal questions.	3. A. Search out four businesses which hire sign painters. List names, addresses, and phone numbers. Ask about promotional advantages, salary and work hours.	

10. ACCOUNT EXECUTIVE 164 168 (DOT)
LEARNING PACKET #10

Plans and directs advertising activities of individual accounts of an advertising agency. Plans advertising program in accordance with client's objectives and budget limitations. Determines advertising medium to be used and establishes advertising budget. Consults with copy and media representatives to determine media to be used and to obtain cost estimate of advertising program. Submits estimate to client for approval. Coordinates activities of layout, copy, production, and traffic departments.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify businesses using account executives.	a. List names and addresses of three firms employing advertising account executives. b. Gather and submit information concerning training required and salary.	Advertising Agencies listed in Telephone Directory.
2. Demonstrate his ability to perform the tasks and skills of an account executive.	2. Suggested lab activities. a. Black & White Advertising Agency has just received a contract for $152,000 to carry out a month's advertising campaign for Big Bear Discount Store. The client has specified TV, newspaper, and flyer coverage. Planning strategy Set up a budget, apportioning various amounts of money to the three specified media. Slant your attack for greatest consumer coverage. Consider product appeal to age group, sex, income group, and social strata. Call TV stations, newspapers, and printers for information concerning cost of TV time, cost of newspaper space*, and cost of printed flyers*. Calculate profit for Black & White Advertising Agency at 15%. Account for the total amount of original contract.	*Newspapers Advertising rate card *ADA-- Advertising Distribution of America
	b. Prepare a prospectus for Big Bear Store. State campaign plan.	American Advertising Service

11. AIRBRUSH ARTIST 970.281 (DOT)
LEARNING PACKET #11

Restores damaged and faded photographs or colors and shades drawings to simulate photographs. Examines drawings or photographic prints to determine coloring, shading, and changes required. Cuts out masking templates and positions them to control areas to be sprayed. Mixes ink or paint solutions according to color specifications and spraying consistency desired. Sprays solution while manipulating airbrush to fill in and blend missing parts of photograph or to give depth, perspective, and tone to drawing. Builds up or changes photograph background to black-out undesirable or distracting details. Inks borders and lettering on illustrations and paints in details missing from photographs, using pen, brush, and drafting instruments. Highlight illustrations by erasing and applying white ink. May specialize in mechanical and industrial designs (Airbrush Artist, Technical), or in photograph restoring (Airbrush Artist, Photography).

OBJECTIVES	ACTIVITIES	RESOURCES
1. Analyze firms using airbrush	1. List the names and addresses of three businesses using airbrush artists. Investigate and record training required, work hours, advancement possibilities, salary, and benefits.	Telephone Directory
2. By practice of the activities, the student will demonstrate his ability to perform the skills required to be an airbrush artist.	2. a. Disassemble and reassemble the airbrush, noting the function of each part. Connect the hose to the compressor and airbrush; load with paint solution; paint a narrow line; a broad line. Smoothness of hand stroke is necessary.	
	b. After cutting two masking templates (one round, the other square), paint a sphere and a cube using the templates and airbrush. Shade the cube and sphere to give them perspective.	
	c. Select an 8" x 10" photograph of an office machine, microscope, or desk to be used in a catalogue. Using the airbrush, templates, black and white paints, remove blemishes. Sharpen the outlines and highlight strategic areas.	
	d. For a medical journal or pharmaceutical firm, render a painting with an airbrush using a science department torso model to depict some phase of anatomical function.	Materials Compressor Airbrush Construction paper Exacto knife Brushes

CINCINNATI

CAREER EXPLORATION IN ORNAMENTAL HORTICULTURE

Grades 9-10

TABLE OF CONTENTS

I. INTRODUCTION 148

1. General 148
2. Teacher 148

II. OBJECTIVES 148

1. Student Objectives 148
2. Teacher Objectives 149

III. OCCUPATIONS IN ORNAMENTAL HORTICULTURE 149

IV. JOB PACKETS 150

1. Ornamental Horticulturist 151
2. Nursery Operator Technician 155
3. Floriculture Technician 156
4. Turf Grass Management Technicians 157
5. Arboriculture Technician 160
6. Landscape Development Technician . . . . . *
7. Park and Recreational Land Management . . . . . *
8. Soil Conservation Technician . . . . . *
9. Laborer, Recreation Departments of Urban Parks . . . . . *
10. Recreation, Camp Caretaker . . . . . *

* to be completed at a later date

V. ADDENDUM 165

1. Types of Activities 165
2. Job Analysis 166
3. Resources 166
4. Resource Persons 167

CAREERS IN ORNAMENTAL HORTICULTURE 01.0500 (USOE)

I. INTRODUCTION

1. General

The horticulturist conducts experiments and investigation on methods of improvement in quality and production of ornamental plants, such as flowering bulbs, herbaceous annuals and perennials, woody flower-bearing shrubs and trees, cacti, aquatic plants, vines, shrubs, and trees; seeks such results as improved color or shape, increase in number of blooms, resistance to disease, and adaptability to conditions of shipping and storing. He may specialize in flower culture and be designated a floriculturist, or in the culture artistic planting, and the trimming of trees and be designated an arboriculturist.

2. To Teacher

The purpose of this course is to help students explore jobs in ornamental horticulture and related fields. It is not a course in horticulture. This writing is designed primarily as a guide for the teaching of the course.

Packets are provided for the students. Learning Packet #1 is intended for all students. The other packets are to be completed by students interested in specific fields. Students may complete all packets. Each packet has objectives, activities, and resources.

The packets present activities that will help students explore steps in obtaining a job, give them some idea of tomorrow's jobs, and also give them an idea of tasks connected with the jobs.

Horticulture deals with the culture of plants used principally for ornamental or aesthetic purposes. Jobs are organized under such descriptive titles as Arboriculture; Fine Turf Management; Floriculture; Green House Management; Landscaping; and Nursery Operation. However, in urban living, new jobs are being created by businesses in such fields as chemical control of lawns for homeowners. These companies spray or apply chemicals for grass growth, weed control, and insect control.

Homeowners provide many jobs in this field. Many have power equipment for care of their property. The sales and service of this equipment provide jobs.

Plants provide food and homes for birds, the last contact of city people with wild animals. Sales of bird seeds are increasing.

There seems to be more planting in cities. People interested in ecology are demanding more greenbelts. Workers must be trained to conceive these greenbelts.

The intent of this writing is to provide teachers assistance in evolving their own curriculums. Feel free to use your copy for notes, additional activities, or the writing of additional job packets.

II. OBJECTIVES

1. Student Objectives:

a. Investigate the many fields of horticulture

b. Select packets of interest

c. Complete task assigned in each packet

d. Complete objectives of each packet

e. Handle resource material

2. Teacher Objectives:

a. Briefly review field of horticulture

b. Direct activities that enable students to explore jobs

c. Provide desired information that cannot be obtained by the students

d. Provide resource materials and persons

e. Supervise the activities of the students

f. Evaluate each student's activities

g. Evaluate the course

III. OCCUPATIONS IN ORNAMENTAL HORTICULTURE ARE AS FOLLOWS:

407.138 Superintendent of Greens
Tree Trimming Service

406.181 Flower Grower

465.781 Weed Inspector

406.884 Laborer, Nursery

959.884 Tree Trimmer
Florist
Landscape Architect
Hardware Store Owner
Fruit Grower

406.887 Nursery Worker/Nursery Plant Grower
Hot Bed Man/Potting Man
Greenhouse Worker
Flower Clipper
Fumigator
Azalea Grower
Greenhouse Florist
Gardener
Grounds Keeper

919.987 Yard Man

304.887 Job Man, Utilty Man

406.887 Ground Man, Tree Surgeon Helper

040.081 Soil Scientist

040.081 Soil Conservationist

407.181 Landscape Gardener
Lawn Mower Repairer

277.358 Salesman, Farm and Garden Equipment and Supplies

289.358 Salesman, Florist Supplies

266.25 Salesman, Chemicals and Drugs, Insecticides, Fertilizers

IV. JOB PACKETS

1. Ornamental Horticulturist (040.081)
2. Nursery Operator Technician
3. Floriculture Technician
4. Turf Grass Management Technician
5. Arboriculture Technician

JOB PACKET =1 ORNAMENTAL HORTICULTURIST (040.081)

Job Description: Conducts experiments and investigation on methods of improvement in quality and production of ornamental plants, such as flowering bulbs, herbaceous annuals and perennials, woody shrubs, and trees; seeks such results as improved color, shape, increase in number of blooms, resistance to disease, and adaptability to conditions of shipping and storing. May specialize in flower culture and be designated a floriculturist, or in the culture, artistic planting, and the trimming of trees, and be designated an arboriculturist.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Identify the jobs available in the community.	1. Make a list of businesses giving address and phone number of the following: a. Garden and lawn equipment and supplies b. Garden stores c. Garden sprinklers and sprinkling system d. Landscaping services e. Lawn products f. Florist g. Flower nurseries h. Companies such as Chem-Lawn that offer professional lawn care. i. Service and sale of lawn mowers j. Service and care of chain saws k. Companies offering lawn cutting service l. Sale of lawn mower parts m. Lawn mower sharpening n. Sale and service of rotary tillers o. Patio construction p. Cementers	1. "Yellow pages"

OBJECTIVES	ACTIVITIES	RESOURCES
1. Continued.	q. Artificial flowers r. Landscape architects s. Federal government agriculture services	
2. Identify and define the vocabulary of the job.	2. Define the following words: a. Ornamental plants b. Bulbs c. Herbaceous plants d. Annuals (plants) e. Perennials (plants) f. Shrubs g. Cacti h. Aquatic plants i. Vines j. Trees k. Blooms l. Adaptability m. Floriculturist n. Arboriculturist o. Horticulturist p. Propagator	2. Science dictionary and student dictionary
3. List various jobs in the ornamental horticulture field.	3. a. Make a drawing of the school building. Mark on the drawing the location of the trees, vines, and shrubs. Describe the shrub giving it shape and height. 1. Who was responsible for making this type of drawing when the building was planned?	3. a. Map from student handbook. Use opaque projector to project an enlarged drawing from handbook.

OBJECTIVES	ACTIVITIES	RESOURCES
3. Continued.	2. Who supplied the shrubs? 3. Who planted the shrubs? 4. Who is responsible for the care of the shrubs? 5. Are there certain trees and evergreens found on the north and south sides of the building? 6. Does the shade of the building offset the plant growth?	
4. Identify task of the job.	4. a. Make cuttings of evergreens from the shrubs around home or school. Cut from rear of plants, making sure to include new and old growth. 1. Remove leaves from old wood and place in water. 2. After root system forms, plant in peat moss, sand, and top soil. b. Collect pictures of buildings, landscaping, and landscaping drawings. 1. Make pictures and drawings of buildings and shrubs. 2. Photograph buildings with attractive plantings. c. Discuss collections of photographs and drawings and answer the following questions:	4. a. Students may collect as individuals or class. b. Old garden

ORNAMENTAL HORTICULTURIST

Resource D-1

Interview Form for Horticulturist's Visit to Classroom.

1. How many different types of tasks does a horticulturist do?
2. Who will hire a horticulturist?
3. What is the pay?
4. How did you get your training?
5. Must a person go to college to be a horticulturist?
6. Will there be jobs in the future in the field?
7. Do you get to work outdoors?
8. What do you do in bad weather?
9. Why is your work interesting?
10. Why did you select the job?
11. Is your job like a farmer's job?
12. How much do you need to know about plants and soil?
13. If I am not smart enough to be a horticulturist, are there other jobs in the field?
14. What is a horticulture technician?
15. How can I get a summer job in horticulture to see if I like this type of work?

JOB PACKET #2 NURSERY OPERATION TECHNICIAN

OBJECTIVES	ACTIVITIES	RESOURCES
1. Locate plant nurseries and garden stores in the local area.	1. Use telephone "Yellow Pages" and list names and addresses of plant nurseries and related businesses.	
2. Identify jobs performed at these nurseries and businesses.	2. a. Tour a nursery b. Ask questions of employees c. Take notes for later reference in class discussion	
3. a. Complete job analysis sheet on one specific job at entrance level. Show possible progression to professional level.	3. a. Interview a director or employee of a nursery or related business b. Read selection in book for job description. c. Write answers to job analysis d. Use panel or oral reports for sharing information with classmates	
4. Perform certain tasks that are done by nursery operation technician.	4. a. Walk around school grounds. Map the shrubs and trees in reference to the building. b. Discuss the heights, shapes, and placement of plants, and benefits to the campus. c. Compare soils by texture and color at several locations on school grounds. Relate soil to types of plants growing there. d. Pot geranium or begonia cuttings. e. Inspect plants on campus for evidence of plant disease.	d. Cuttings should be taken from geraniums or begonias at the beginning of the course.

OBJECTIVES	ACTIVITIES	RESOURCES
4. Continued.	f. Use pictures from magazines as basis for discussion of garden arrangement.	f. Collect as many house and garden type magazines as possible. Scissors, paste.
	g. Use pictures from magazines to make various kinds of gardens.	
	h. Set up garden store and role-play.	
5. Evaluate the jobs in terms of individual appeal	5. Report orally on the job that is most appealing to you.	

JOB PACKET #3 FLORICULTURE TECHNICIAN

OBJECTIVES	ACTIVITIES	RESOURCES
1. Investigate the market for flowers in the United States	1. a. Use magazine pictures and make posters showing uses of flowers.	Magazines
	b. Distinguish among flowers, ferns, and plants that are generally sold in florist shops.	Botany textbook and magazine pictures
	c. Relate personal experiences to the use of flowers.	
	d. Films	
	e. Visit a conservatory and interview workers there	
2. Investigate the jobs necessary for the operation of a florist shop.	2. a. Interview a florist to determine his job and the jobs of his suppliers.	
	b. Visit a florist shop (as a class) to investigate jobs.	
	c. Set up a florist shop in class and discuss the source and distribution of the plants.	c. Artificial flowers, plants, arrangements.
3. Complete activities which show tasks performed by workers in this field	3. a. Grow flowers in the classroom in flat beds. (construct flat bed)	

OBJECTIVES	ACTIVITIES	RESOURCES
3. Continued.	b. Design and plant planters for home use or for sale.	
	c. Set up florist shop. Write up sales. Perform bookkeeping tasks.	
	d. Design flower arrangements	d. Funeral home flowers
4. Evaluate the jobs in floriculture which has most appeal to you.	4. Select the job with greatest appeal. Describe necessary education. Describe possible places of employment	

JOB PACKET =4 TURF GRASS MANAGEMENT TECHNICIAN

Job Description: Turf Grass Management Technician. Turf grass technicians work in at least three general areas: the private sector; the public sector; and allied areas such as sod production, turf grass seed production, irrigation, transplantation, sale of pesticides and equipment, and other sales and service fields.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Locate and identify businesses in local area.	1. a. List the businesses offering jobs in the field of turf grass.	1. a. Use "Yellow pages"
	b. Write a letter to a seed company for information in this field.	b. Scotts, Marysville, O. 43040
	c. Write the name, address, and phone number of businesses that specialize in the sale of grass seeds and lawn supplies.	
	d. Write the name, address, and phone number of businesses that offer sod for sale.	
2. List job requirements.	2. Interview a turf grass technician at a garden store or invite an owner of a business that specializes in sale, installation, and care of grass to	2. Teacher use student list to call owner.

OBJECTIVES	ACTIVITIES	RESOURCES
2. Continued.	2. class. Answer the following questions: a. What school subjects help a person to gain knowledge for this job? b. Is a rugged physique necessary? c. Do salesmanship qualities help a person? d. Why is reasonable proficiency in oral and written communication a necessary job requirement? e. Must I take extra courses after I finish high school?	
	3. a. Collect top soil from woods. Place in aluminum T.V. dinner trays. Put holes in the bottom of the tray. 1. Plant grass seed in trays. 2. Plant Blue Grass seeds in one tray and Windsor seeds in another tray. 3. Place trays in various windows of the school building. 4. Compare Blue Grass seedlings with Windsor seedlings. 5. Use artificial light. b. Collect seeds from the turf around the school building. 1. Plant seeds in T.V. trays	3. a. Purchase from garden store. Students bring T.V. trays to school.

OBJECTIVES	ACTIVITIES	RESOURCES
2. Continued.	2. Examine seeds with hand lens	b. 2. Hand lens from Biology Department
	c. Collect pieces of sod, bringing to classroom.	
	1. Try different types of light for growth.	
	2. Perform growth experiments with different types of fertilizers.	
	3. Experiment with fertilizers on the sod. Use different combinations of nitrogen, phosphorus, and potassium, such as 30-3-10.	
	4. Place fertilizer on sections of lawn on the school grounds. Assign a square yard of turf to each member of the class. Use small wood stakes to define each section.	c. 4. Use school grounds
	Direct students to do experiments with their plot such as application of fertilizer, insecticide, weed control.	
	d. Use a fertilizer spreader and apply fertilizer to an area of the school lawn	d. Use fertilizer from school custodian's supply.
	e. Role-Play	e. Students provide necessary props.
	1. Turf salesman and potential sod buyer	
	2. Turf salesman and potential buyer of turf care, such as yearly lawn service.	

OBJECTIVES	ACTIVITIES	RESOURCES
2. Continued.	3. Technician selling lawn seed, fertilizer, and other lawn supplies.	

JOB PACKET #5 ARBORICULTURE TECHNICIAN

Job Description: Arboriculture technicians work in two general areas -- private (self-employed) or employment with a company; or public employment in park systems, botanical gardens and arboretums, or other county, state, or federal areas, such as parkways or the grounds around public buildings and historic monuments.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Locate business, federal state, county and city where jobs are available.	1. Use "Yellow Pages" and list name and address of the following: a. Nurseries that sell trees, shrubs and insect control, to homeowners. b. Federal agencies, state agencies, and city agencies which employ arboriculture technicians.	1. Minimum of five copies of "Yellow Pages". Out-of-date issues may be obtained from telephone company
2. Identify jobs performed by an arboriculture technician.	2. a. Visit an arboretum. 1. Students write a job description on each person who works there. 2. Take notes for class discussion 3. Fill out the activity sheet with this packet. b. Arboretum worker visits class. 1. Students interview worker 2. Worker answers questions from class c. Students collect pictures of trees and shrubs.	2. a. See activity sheet with this packet. b. Teacher make arrangements. c. Teacher and students collect newspapers and magazines for pictures.

OBJECTIVES	ACTIVITIES	RESOURCES
2. Continued.	1. Cut from past issues of newspapers and magazines. 2. Using own camera, make a collection for class discussion. 3. Mount pictures on cardboard and display on walls.	
3. Perform tasks that are done by an arboriculture technician.	3. a. Tour school grounds and streets near the school. 1. Make notes of all trees that need the services of a tree surgeon. 2. Name trees and shrubs that need the services of a tree pruner. 3. Inspect trees for various diseases. b. Examine tools used by an arboriculturist: 1. Chain saw 2. Hand and electric hedge clippers 3. Pruning shears 4. Grinder-shredders for compost 5. Types of sprinklers 6. Spray equipment 7. Power tillers c. Trim and prune trees and shrubs on school grounds. 1. Cut dead branches from trees. Dress the cut ends. 2. Fill holes in dead trees with cement.	3. School grounds b. Students bring tools to class. Visit garden stores in groups or individually to see tools and discuss their use. c. Tree pruning saws and shears from school custodians.

OBJECTIVES	ACTIVITIES	RESOURCES
3. Continued.	3. Transplant trees and shrubs from woods to school grounds. Permission necessary.	
	d. Use Ortho Garden Books	d. Ortho Lawn and Garden Book. Chevron Chemical Co. Ortho Division 200 Bush St. San Francisco, California - (20) 25¢ a copy. Available at most garden stores
	1. List names of chemicals and the diseases they control.	
	2. List names of insects that kill trees and shrubs and chemicals that will control the insects.	
4. Evaluate the job in terms of individual appeal.	4. Complete evaluation	4. a. Evaluating sheet with this packet
	a. Sheet with this packet	
	b. Report in writing if you like the job. List the good and bad things about the job.	
	c. Write a letter to a fictitious company for a job listing your qualifications now and your future qualifications	c. Teacher evaluate
	d. Discuss students' letters	

RESOURCE ACTIVITY

JOB PACKET =5 - 2-a

ARBORICULTURE TECHNICIAN

JOB	TASK (WHAT HE DOES)	TAKES ORDERS FROM ME
JUNIOR ARBORIST		
TREE PRUNER OR TRIMMER		
ARBORETUM FOREMAN		
TREE MOVER		
TREE SUPPLIER (Buying)		
PLANTER		
PROPAGATOR		
HORTICULTURIST		
SUPERINTENDENT TREE EXPERT		
TREE SURGEON		

ARBORICULTURE TECHNICIAN
INDIVIDUAL EVALUATION SHEET
JOB PACKET #5 - Resource Sheet #4

(Fill in blanks with "yes or no.")

1. Will I be able to master the techical knowledge____?
2. Work outdoors in mud____?
3. Climb trees____? Climb ladders____?
4. Do I have a love for growing things____?
5. Strength____?
6. Health____?
7. Write reports____?
8. Complete high school____?
9. Dig holes____?
10. Work in rain____?
11. Get my hands dirty____?
12. Work with my hands____?
13. Use chemical sprays____?
14. Start at the bottom and work up the ladder____?
15. Pass a test for the position____?
16. Go into business for myself____?
17. Work with people____?
18. Be able to sell____?
19. Carry heavy insurance protection____?
20. Work 40-hours per week____?
21. Work overtime____?
22. Start at $100 to $125 per week____?
23. Start as a junior arborist for summer work____?
24. Supervise others____?
25. Is the job open to girls____?
26. Is the job for me____?

V. ADDENDUM

1. Types of Activities

   a. Analysis of activities of a job.

   b. Analysis of student's interest.

   c. Knowledge and analysis of student's aptitudes.

   d. Relationship of job to course one should take during present and future--vocational and non-vocational.

   e. Relationship of job to post-high school training opportunities, location, costs

   f. Sharing sessions with rest of class. Using posters, collages, video tapes, slides, role-playing, simulations, and games.

   g. Sources of information about jobs (broad fields).

   h. List of local resources related to a job or a broad area (cluster).

   i. Role of a job or cluster in our economic and social system.

   j. Relationship of a job to goods, services.

   k. Case studies of a person or a particular job.

   l. Examine feelings about a job, or job cluster. Why do you have these feelings? Are they objective or subjective?

   m. Role-play a job interview for a particular job, or an hour on the job.

   n. Field trip with specific outcomes identified.

   o. Analysis of fringe benefits of a job.

   p. Analysis of safety measures on a job.

   q. Spokesman classroom used in several modes.

   r. Establish resource library on jobs and clusters.

   s. Displays of equipment used on job.

   t. Interview

   u. Experience in vocational labs.

   v. On-job experience.

   w. Observing person at work.

   x. Constructing models.

2. Job Analysis

Name of job explored:

a. Briefly describe the main duties of the job.

b. What manual skills does the job require?

c. What school subjects are most important to this job?

d. Is the job primarily for men, women, or both?

e. How many years of schooling does the job require?

f. How many hours a week does the job require?

g. What days of the week would you have to work?

h. What shifts would you be required to work?

i. Would you be paid by the hour or by salary?

j. What would be your starting pay?

k. What would be the highest pay you could earn on this job?

l. Are job opportunities in this field increasing, decreasing, or remaining the same?

m. Are there opportunities for promotion to better positions in this job?

n. What part of the job was most pleasing to you?

o. Does the job require you to take any special tests before you can enter the field?

p. Does this job require overnight travel?

q. If you fulfill all the requirements, how would you go about getting this job?

3. Resources

Horticulcure A Rewarding Career (pamphlet)

American Society for Horticultural Science
P.O. Box 109
St. Joseph, Michigan 49085

Secure through Educators Progress Service, Inc., Randolph, Wisconsin

The American Association of Nurserymen
835 Southern Building, Washington, D.C. 20005 (pamphlets)

Opportunities for You in the Florist Industry
Society of American Florists, Sheraton Park, Washington, D.C.

Dictionary of Occupational Titles, U.S. Government Printing Office, Washington, D.C. 20402 (book)

Careers in Conservation, Soil Conservation Society of America, Regional Technical Center, 134 South 12th St., Lincoln, Nebraska 68508 (pamphlet)

Career Opportunities. Ecology, Conservation, and Environmental Control, J.G. Ferguson Publishing Co., Chicago, Illinois (book)

Professional Turf Seminar, Professional Turf Manual, Scotts, Marysville, Ohio

4. Resource People

Parents, friends, relatives of students
Fruit growers
Pet shop owners
Conservationist
Garden store owner
Local repairman
Landscape architects
Garden clubs
Newspaper reporters of garden news
Golf course superintendent
Game warden
Park naturalist
Florist
County extension agent
Nursery laborer
Tree trimmer
Artificial flower worker
Greenhouse worker
Fumigator
Representative from fertilizer company
City landscape architects and planners
The Room to Grow -- an excellent film

VI. DECISION-MAKING UNIT

Decision-Making Units were developed to be implemented in the classroom to help students explore their interests, values, and feelings and relate them toward the world of work. They are designed to assist students in self-exploration (as they also engage in career exploration) and should be viewed as important segments of the on-going curriculum process which will eventually lead the student to make appropriate career and educational decisions.

The following unit is representative of a first time endeavor and is subject to revision by those who developed it. It is a sample decision-making unit which can be integrated in a specific subject area or in a separate unit. The activities within should be viewed only as suggested activities. Teachers may choose to enhance, delete, or add activities to make them adaptable to their local situations.

South-Western

KNOW THYSELF

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High School Level

GOAL: The student will identify his feelings, attitudes, and values and develop an understanding of how they relate to his lifestyle.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
1. The student will distinguish between three types of self-concepts: the real self, the ideal self, and the social self, using activities a through h.	a. The student will take a self-concept pretest. (Adapted at Franklin Heights High School by Alvis Brown) Refer to Making Value Judgements, Carl A. Elder, 1973, Charles Merrill Publishing Company, 1300 Alum Creek Dr., Columbus, Ohio, 43216, for input.	a. Recalling	a. Social Studies		
	b. Using their responses from the above test, the students will describe on tape their perception of themselves as they interpret responses they make to test items (real self).	b. Making Choices Concluding	b. Social Studies Language Arts		b.
	c. Based on their recall of perceptions of others, students will describe on tape how they believe others view them (social self).	c. Making Choices Concluding	c. Social Studies Language Arts		c.
	d. Students will describe on tape their concept of an ideal person (ideal self).	d. Making Choices Concluding	d. Social Studies Language Arts		d.
	e. The teacher will focus students on the differences/similarities they notice in: (1) Real vs social self (2) Real vs ideal self (3) Social vs ideal self	e. Recalling Similarities Differences Concluding	e. Social Studies		
	f. Selected differences and similarities should be examined in discussion for cause/effect relationships existing in (1), (2), (3) above. Conclusions would be made and recorded.	f. Infer causes Infer effects Concluding	f. Social Studies		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION.
1. Continued.	g. Employing a role-playing situation, students will identify the following personality traits: selfishness, arrogance, apathy, insecurity, deceit, and others. *(See reference below)	g. Recalling Inferring feelings Concluding	g. Social Studies Language Arts		g.
	h. Students will recall what happened during each role playing. The effects and feelings will be inferred and conclusions made. *(Role Playing Methods in the Classroom, Chester T. Fox, Science Research Associates, 259 E. Erie St., Chicago, Illinois.)	h. Recalling Infer causes Infer effects Infer feelings Concluding	h. Social Studies		
2. The students will explain six interpersonal values using activities a through c.	a. Employing the Survey of Interpersonal Values. (obtained from Science Research Associates, Inc., 259 E. Erie St., Chicago, Illinois 60611), the students will designate values important to them in six areas. The areas of testing are: Support - being treated with understanding and receiving encouragement; Conformity - doing what is socially correct or what is proper; Benevolence - doing things for other people or being generous; Recognition - being looked up to or being important;	a. Recalling Making choices Concluding	a. Social Studies Language Arts		a.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
2. Continued.	Independence - being free to make one's own decisions; Leadership - being in charge of other people or making decisions. The students will receive a raw score and a percentile score in each of the six areas. This will indicate their interpersonal values according to the Survey of Interpersonal Values.				
	b. Students will list and discuss the cause-effect relationships of the six interpersonal values and conclude about the inferences they make.	b. Recalling Inferring causes Inferring effects Concluding	b. Social Studies Language Arts		b.
	c. Students will write short paper describing everyday things in their environment that directly influence their values.	c. Recalling Making choices Concluding	c. Social Studies Language Arts		c.
	d. Discussion will be used to illustrate how values change in different environments. (Six filmstrips and records on Law and Order: Values in Crisis, Warren Schloot Productions, Inc. Prentice-Hall Co., Pleasantville, N.Y.; and two filmstrips and two cassettes on Man and His Values: An Inquiry Into Good and Evil, The Center for Humanities, Inc., 2 Holland Ave., White Plains, N.Y.)	d. Recalling Differences Infer feelings Infer values Concluding	d. Social Studies Language Arts		d.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
3. Given the results of the Interpersonal Values Survey, the students will identify their interpersonal values.	a. Based on the results of the test, students will formulate questions that they intend to ask the guidance counselor during the follow-up session. The students will give their rationale for these questions (why they are important to them). The Survey of Interpersonal Values results were obtained from Objective II.	a. Recalling Observing Questioning	a. Social Studies Language Arts		a.
4. Given the results of the Value Appraisal Scale, students will identify their basic values.	a. Students will take the Value Appraisal Scale from Activities for Succeeding in the World of Work, Kimbrell and Vineyard, McKnight & McKnight, 1972, pp. 87-91.	a. Recalling	a. Social Studies Language Arts		
	b. Students will score their own test.	b. Observing	b. Social Studies Language Arts		
	c. Students will participate in a group discussion of basic values and list on butcher paper those values held by the class.	c. Recalling Inferring feelings Inferring values Concluding Making choices	c. Social Studies Language Arts		c.
	d. (Optional) Students will write a short paper identifying the basic values of their families.	d. Making choices	d. Social Studies Language Arts		d.
5. Given the results of the post-test, the students will identify themselves according to the Self Concept Scale (adapted at Franklin Heights High School by Alvis Brown.)	a. Students will take the Self Concept Scale (See activity 1a).	a. Recalling Making choices	a. Social Studies Language Arts		e.
	b. In large group discussions, the counselor will explain how the test is to be interpreted.	b. Observation	b. Social Studies Language Arts		

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
5. Continued.	c. In small group discussions with the counselors, the students will evaluate orally the individual meaning of the scale.	c. Observation	c. Social Studies Language Arts		c.
	d. The student will listen to the tape made of his responses to the pretest (Objective 1, activities b. - d.) and compare himself in writing on the pre-test and post-test.	d. Recalling Differences Infer effects Infer feelings Concluding	d. Social Studies Language Arts		d.
6. Given the movie, Future Shock (obtained on rental from the Franklin County Mental Health Association, 250 E. Town St., Suite 302, Columbus, Ohio 43215), the students will demonstrate orally and in writing the impact of technology on the individual in society.	a. The students will participate in a discussion of the cause/effect relationships of technological change on the individual.	a. Recalling Inferring causes Inferring effects Concluding Generalizing	a. Social Studies Language Arts		a.
	b. The students will write short papers explaining the effects of technology on an individual's life pattern. (Two filmstrips and two cassettes, Toward the Year 2000--Can We Survive the Future?, The Center of Humanities, Inc., 2 Holland Ave., White Plains, N.Y.)	b. Recalling Inferring effects Concluding	b. Social Studies Language Arts		b.
7. Given the simulation Life Career (obtained from Western Publishing Company, Inc., School and Library Department, 150 Parish Drive, Wayne, New Jersey 07470), the students will plan eight years in a hypothetical individual's life.	a. The students will plan a budget which meets the needs of their hypothetical individual.	a. Making choices	a. Social Studies Language Arts Math		a.
	b. The students will determine their individual's educational goals.	b. Inferring feelings Concluding Making choices	b. Social Studies		b.
	c. The students will identify a logical occupation for their hypothetical individual.	c. Concluding Making choices	c. Social Studies		c.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
7. Continued.	d. The students will plan the family lives of their individuals, including the decision to marry, have children, amount of work around the house to do, and so forth.	d. Inferring causes Inferring effects Infer feelings Concluding Making choices	d. Social Studies		d.
	e. The students will determine the use of leisure time for their individuals.	e. Making choices	e. Social Studies Physical Ed.		e.
	f. The students will compare their decisions with those of their classmates as well as compare their individual's success.	f. Differences Similarities Inferring causes Inferring effects Concluding Generalizing	f. Social Studies Language Arts		f.
8. The students will select three occupations that interest them and verbalize or write a report on the occupations.	a. The students will take the Interest Check List or the results of the Ohio Vocational Interest Survey (obtained from the Division of Guidance and Testing, State Department of Education, 751 N.W. Boulevard, Columbus, Ohio 43212) and have the results interpreted for them.	a. Inferring feelings Concluding Making Choices	a. Social Studies Language Arts		a.
	b. The students will take the General Aptitude Test Battery (obtained from the Division of Guidance and Testing, State Department of Education, 751 N.W. Boulevard, Columbus, Ohio 43212) and administered by qualified personnel only and have it interpreted for them by a guidance counselor.	b. Observing Recalling Inferring causes Inferring effects Concluding	b. Social Studies Language Arts		b.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
8. Continued.	c. The students will select three occupations of their choice and write or verbalize a report describing each occupation, its duties, salary, and the job outlook. The students will use the Dictionary of Occupational Titles and the Occupational Outlook Handbook (obtained from U.S. Department of Labor, Manpower Administration, U.S. Gov't Printing Office, Washington, D.C.) as information sources.	c. Making choices Concluding	c. Social Studies Language Arts Math		c.
	d. SIMULATION: The students will each interview a person employed in their chosen field. The students will formulate interview questions and state why they think the answers are important for them to know.	d. Questioning Inferring feelings Concluding	d. Social Studies Language Arts		d.
9. Given the results of the Interest Check List and the General Aptitude Test Battery, the students will analyze their interests and abilities listing two possible vocational choices, and write plans to attain their vocational goals.	a. The students will write a projected journal for the next 8 years of their lives. The journals will include: 1. Formal education and/or training needed to achieve these vocational goals. 2. Financial planning for any further education or training. 3. Possible personal decisions that might have to be made (i.e., marriage, armed forces)	a. Recalling Inferring causes Making choices Concluding	a. Social Studies Language Arts		a.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
9. Continued.	b. The students will plot a graph representing progress made toward achieving these vocational goals. The journal information from activity 9.a. above will be used.	b. Ordering	b. Social Studies Math	b.	
10. The students will identify verbally their tentative careers.	a. The students will give three-minute speeches entitled, "My Future Career." In the speeches they will relate why they chose the career, how they will prepare for it, and the importance of the career to society.	a. Recalling Infer feelings Concluding	a. Social Studies Language Arts		a.
	b. The students will play a game entitled "What's My Job?". The game is an adaptation of the old TV panel game, "What's My Line?". The procedure is: 1. The class shall constitute the panel. Attempts to identify the students' future jobs fielding clues about the job such as educational requirements, interest indicators, job availability, income outlook etc. 2. The contestant starts the round by giving a brief (30 seconds) generalized description of his job without being too specific.	b. Recalling Questioning Concept labeling	b. Social Studies Language Arts		b.

OBJECTIVES	SUGGESTED IMPLEMENTATION ACTIVITIES	THINKING SKILL PROCESS	CURRICULUM RELATIONSHIP	PSYCHO-MOTOR RELATION-SHIP	AFFECTIVE RELATION-SHIP
10. Continued	3. The panel will have 60 seconds to ask closed questions. Questions can only be answered with a yes or a no. No questions may be asked about the job title. 4. When the panel's 60 seconds are up, the panel may predict the job title. 5. If the job title is not named in 30 seconds, the contestant is declared the winner. If it is, the panel member who guesses is the winner.				

VII. HANDS-ON IMPLEMENTATION GUIDE

1. Procedure:

   a. Student wishing a hands-on experience should pick up a work experience form from the building coordinator.

   b. Student confers with sponsoring teacher regarding experience, possible sites, and/or alternate experiences. Sponsoring teacher signs, approving proposed experience.

   c. Student calls business establishment and makes appointment for the experience. Problems which arise are reported to the coordinator who assists in the solution.

   d. Student reports date and time on hands-on experience to all subject area teachers who will provide him with appropriate assignments for excused time.

   e. The student returns the work experience form to the coordinators (at least one full schoolday prior to time for excused absence). The coordinator calls and confirms the experience and provides such additional information that business or professional contact may require. The coordinator arranges for the excused absence and signs the student out of the building. The signed work experience form is again picked up by the student.

   f. The place of business or profession completes the bottom portion of the work experience form.

   g. The student completes the job-analysis section on the back of the work experience form.

   h. The student returns the work experience form to the coordinator.

WORK EXPERIENCE FORM

Student Name _____

Sponsoring Teacher _____

Date _____ Time-From _____ to _____

Place of experience _____

Person to whom you will report _____

Telephone No. _____

Excused by: Teacher	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This section to be completed by _____ only

____ Excused ____ Experience recorded ____ Transportation

____ Signed out Signed _____ _____
Coordinator Date

Student _____
Time: From _____ to _____
Job experience _____
Date _____

_____
Industry supervisor

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.